REPORT RESUMES

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THE USE OF STANDARDIZED ABILITY TESTS IN AMERICAN SECONDARY SCHOOLS AND THEIR IMPACT ON STUDENTS, TEACHERS, AND ADMINISTRATORS.

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THIS IS A SURVEY OF THE ATTITUDES OF SECONDARY SCHOOL STUDENTS, TEACHERS, AND COUNSELORS TOWARD STANDARDIZED TESTS. A SAMPLE OF 9,148 HIGH SCHOOL STUDENTS IN GRADES 10 AND 12 DRAWN FROM 75 PUBLIC, 9 PRIVATE, AND 10 PAROCHIAL SCHOOLS WAS SURVEYED CONCERNING STUDENT ATTITUDES TOWARD STANDARDIZED TESTS. IN ADDITION, 1,754 TEACHERS AND 188 COUNSELORS RESPONDED TO THE STUDENTS' QUESTIONNAIRE AND TOOK THE PROJECT TALENT READING COMPREHENSION TEST. THE REPORT CONTAINS DETAILED PRESENTATIONS OF THE ITEM RESPONSES. (JK)

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The Use of Standardized Ability Tests in American Secondary Schools and Their Impact on Students, Teachers, and Administrators

Cooperative Research Project No. 2334

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Foreword

The data presented in this report result from a study which developed from the convergence of interests of Project Talent, University of Pittsburgh, and Russell Sage Foundation. Project Talent is concerned with the identification, development and utilization of human talents. Russell Sage Foundation, with the assistance of Carnegie Corporation of New York, is directing a program of studies of the social consequences of standardized intelligence, aptitude, and achievement testing in the United States. In the fall of 1962 it became evident that some of the data already gathered by Project Talent, and its access to national samples of secondary schools, provided an opportunity for a survey of attitudes towards ability tests on the part of secondary school students, teachers, and counselors, and for an appraisal of the extent of use of such tests.

The sampling of schools, data gathering, and basic frequency tabulations were carried out by Project Talent. Preparation of the questionnaires, detailed analysis of the data, and the final report of the study, are the responsibility of Russell Sage Foundation.

This report is a technical report, presenting instruments, field methods, and attitude frequencies, as planned in the contract with the Office of Education. Subsequent detailed analysis and writing are supported by the two foundations named above.

This report is the third in a series of technical reports on the Russell Sage Foundation program. The previous two are:

1. Brim, Orville G. Jr., Glass, David C., & Neulinger, John. *Experiences and Attitudes of American Adults Concerning Standardized Intelligence Tests,* Technical Report #1 on the Social Consequences of Testing. New York, Russell Sage Foundation, 1965.

2. Goslin, David A., Rayner, Roberta E., & Hallock, Barbara. *The Use of Standardized Tests in Elementary Schools,* Technical Report #2 on the Social Consequences of Testing, New York, Russell Sage Foundation, 1965.

This report is the seventh in a series of reports on Project Talent. The previous reports are:

1. Flanagan, J. C.; Dailey, J. T.; Shaycoft, M. F.; Gorham, W. A.; Orr, D. B.; and Goldberg, I. *Designing the Study*. Technical Report to the U. S. Office of Education, Cooperative Research Project No. 566. Pittsburgh: Project Talent Office, University of Pittsburgh, 1960.

2. Flanagan, J. C.; Dailey, J. T.; Shaycoft, M. F.; Gorham, W. A.; Orr, D. B.; and Goldberg, I. "Design for a Study of American Youth," *The Talents of American Youth, Vol. 1*. Boston: Houghton Mifflin Co., 1962.

3. Flanagan, J. C.; Dailey, J. T.; Shaycoft, M. F.; Orr, D. B.; and Goldberg, I. *Studies of the American High School*. Technical Report to the U. S. Office of Education, Cooperative Research Project No. 226. Pittsburgh: Project Talent Office, University of Pittsburgh, 1962.

4. Shaycoft, M. F.; Dailey, J. T.; Orr, D. B.; Neyman, C. A., Jr.; and Sherman, S. E. *Studies of a Complete Age Group--Age 15*. Technical Report to the U. S. Office of Education, Cooperative Research Project No. 566. Pittsburgh: Project Talent Office, University of Pittsburgh, 1963.

5. Burket, G. R. *Selected Pupil and School Characteristics in Relation to Percentage of Negroes in School Enrollment*. Technical Report to the U. S. Office of Education, Cooperative Research Project No. 635. Pittsburgh: Project Talent Office, University of Pittsburgh, 1964.

6. Flanagan, J. C.; Davis, F. B.; Dailey, J. T.; Shaycoft, M. F.; Orr, D. B.; Goldberg, I.; and Neyman, C. A., Jr. *The American High-School Student*. Technical Report to the U. S. Office of Education, Cooperative Research Project No. 635. Pittsburgh: Project Talent Office, University of Pittsburgh, 1964.

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A number of members of the Project Talent staff assisted in planning the sample, editing the data collection questionnaire forms and analyzing the data. These included, in addition to Isadore Goldberg who had primary responsibility for the data collection phase of the work, Dr. John C. Flanagan,

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CHAPTER I

BACKGROUND OF THE STUDY

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CHAPTER I

Background of the Study

This report presents data on the use of tests in American secondary school, and on the attitudes and beliefs of secondary school students, teachers, and counselors concerning standardized ability tests. This is a technical report in that it presents only the frequencies of response to questionnaire items. Only one chapter, Chapter VII, presents cross-tabulations between items. This is, then, a data repository, which provides the basis for further analytic work and theoretical interpretation of the results. The authors of the present report are preparing subsequent volumes based on more intensive data analysis and interpretation. This report, one of a series describing the results of an inquiry into the consequences of standardized testing, is presented at this time pursuant to a contract with the Cooperative Research Program of the United States Office of Education, and also to make these data more widely available to those interested in this area of research.

The objectives of the study can be stated as follows:

1. To analyze in some detail the extent to which secondary schools make use of standardized ability tests in evaluating student achievement, in allocating students to special classes, in making decisions about whether to permit individuals to pursue college preparatory or vocational courses of study, and in a variety of additional ways.
2. To evaluate the impact which the use of standardized ability tests is having on the individuals being tested; e.g., the impact of testing on students' occupational aspirations, on students' college versus non-college plans, and on high school dropout rates.
3. To evaluate the impact which the use of standardized ability tests

is having on the schools themselves. Specifically, data have been collected on the effect tests may have on curriculum content and the influence of test scores on teacher evaluations of pupils.

4. To describe and evaluate the attitudes and beliefs of high school students about standardized tests and their use and, in addition, to collect information pertaining to students' conceptions of intelligence and intellectual achievement. These data will be viewed within the context of the experience secondary school students have had with ability tests, their actual (i.e., objectively measured) ability level, and other relevant variables.

This particular study and its objectives stems from our belief that in any program of studies concerned with the impact of testing, it would be highly desirable to have information on the types of experiences which people have had with ability tests, on the kinds of attitudes which they hold toward "objective" measures of ability, and on the way they think tests are used in the United States.

Estimates of the number of standardized tests being given annually in the United States range from 150 million to a quarter of a billion. An increasingly large proportion of the adult members of American society have taken an objective intelligence, aptitude, or achievement test during their lifetime and their test score was probably an important factor in the decision process which resulted in their being hired, promoted, admitted to college, or assigned to a special training school in the armed services. In addition, those adults who have not taken tests themselves have frequently come in contact with tests through their children.

Attitudes and Beliefs About Standardized Tests

The impact of ability testing on any given individual is directly related to the way the individual perceives the test, his test score and its use. Telling an individual his score on an intelligence test, for example, is likely to have quite different consequences for the individual who believes that the scores represent his "true ability" than for the individual who has little faith in the accuracy of the score. Similarly, if an individual believes that tests measure an unchangeable, innate set of aptitudes or abilities, the test score may have a different effect than in a case where the individual feels the score merely represents a relatively changeable measure of achievement. Parents who put great faith in the concept of "I.Q." might react quite differently to reports of their child's score from parents who tend to disregard the accuracy of objective tests or the genetic component in individual differences.

Beliefs about the use of test scores add another dimension to the potential impact of testing. If tests are perceived as playing an important role in decisions about people, as is the case with the well-known "eleven-plus" exams in England, the whole process may become filled with apprehension and pressure for the child or adult test-taker. In addition, knowledge of a low score may bring with it disgrace and a sense of failure which may have important ramifications for family and personal adjustment.

One could cite many examples of the way in which the effects of ability testing on individuals and social institutions depend on the context in which the testing is perceived. Extensive preliminary investigation indicates, however, that an adequate understanding of the impact of testing on the individual and the planning of productive research requires that one know something about the attitudes toward tests and testing which are held by members of the society.

These general considerations of the nature of attitudes about tests led to the formulation of the following specific areas of inquiry:* First, how do different groups of respondents conceive of intelligence and other abilities? Are individual differences perceived as due to inherited characteristics or to achievements resulting from hard work and sacrifice? American values have traditionally emphasized the virtues and rewards of hard work and equal opportunity for each individual to achieve in direct proportion to his effort. We hope to provide some information on the process by which the idea of genetic differences between individuals has been reconciled by the general population with this traditional view of achievement. The contrast between our own education philosophy and current Russian beliefs serves to underscore the importance of the differences between these two conceptions of human abilities. One is strongly influenced by genetic factors, the other views ability as being chiefly the result of a rich and sympathetic environment. This contrast, in turn, can be expected to provide the basis for further research concerned with the impact of one's conception of human ability on such factors as achievement motivation, creativity, and general productivity.

A second and closely related issue concerns the views of the respondents with respect to the morality or the "fairness" of ability tests in the process of allocating opportunities and rewards in our society. This question may be approached either from the standpoint of groups which may have increased opportunities as a result of the use of tests, for example, high school seniors who have been admitted to the college of their choice, or from the standpoint of those individuals and families which may feel that their traditional rights and privileges are being encroached upon as a result of the use of standardized tests.

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*A more general theoretical statement of this problem is presented in Goslin, David A. The Search for Ability: Standardized Testing in Social Perspective, Russell Sage Foundation, New York, 1963. This volume includes, in addition to a survey of current testing practices, a treatment of the possible social consequences of testing which provides a theoretical basis for the empirical work.

Third, what is the role of standardized tests in the development of ideas about individual differences? It would be a mistake to assume that the members of American society consider intelligence to be that which is measured by an I. Q. test or that intelligence tests constitute the only kind of appraisal of abilities which individuals encounter in their lifetime. In daily social encounters individuals continually appraise their own abilities and the abilities of others by reference to physical appearance, grades, success in games, verbal style and speed, cultivated mannerisms, and performance in all manner of other activities. It is in this broader context of information about abilities that the specific contributions made by standardized test scores must be evaluated.

Fourth, how do respondents think test scores are being used in the process of making decisions affecting their futures. Prior investigations in this area indicate that people have only a highly generalized and hazy idea about the way decisions affecting them are made. It is clear that gross underestimations and overestimations of the use made of test scores are common in various groups throughout the population. One interesting finding which turns up in recent research indicates that even people who are in the business of making decisions about children--guidance counselors, teachers, and the like--are frequently unable to evaluate the amount of reliance that they place on test scores in the decision process.

The preceding remarks have dealt with the impact of tests on individual beliefs and attitudes, and of the nature of such attitudes in relation to broader values and personality characteristics. When one considers the impact of tests from an institutional point of view, in this case the influence of tests on the schools, then a rather different range of areas for research opens up. These, also, have been part of the guiding interests of the secondary school study reported here.

The Impact of Standardized Tests on the School

From the best figures available to us at the present time, a conservative estimate of the number of tests being given to school children indicates that each of the 45 million children presently enrolled in elementary or secondary school in the United States takes, on the average, three standardized tests (e.g., verbal and mathematical aptitude, reading readiness and objective achievement tests) every year. While the individual schools vary considerably in their use of tests and a given child's exposure to tests will also be influenced by his grade level, it is apparent that tests play a major and recurring role in the lives of a large proportion of the children in this country.

Standardized tests come in a variety of sizes and shapes and are given under the sponsorship of many different agencies and groups. The local school system is probably the biggest user of objective tests, but even within this administrative unit, individual schools, principals, guidance counselors and teachers may purchase and give tests to children. State and local governments may require tests to be given and either provide specially constructed tests (e.g., the New York State Regents' examinations) or distribute an approved list of tests from which schools or school systems may select their own instruments. Some large city school systems construct, standardize, and publish their own tests for their own use. Finally, an assortment of national testing programs leave their imprint on individual schools and school children; these include college entrance examination programs (of which there are now several), scholarship programs (such as that of the National Merit Scholarship Corporation), and research projects concerned with the identification of talent.

These 130 million or more test scores are used for a variety of purposes: counseling and guidance, ability grouping, selection of gifted students for accelerated programs, placement of retarded students in special classes and schools, and frequently as part of the criteria for admission to private schools, colleges, and special secondary public schools. It should be emphasized that in almost all cases, test scores are used in conjunction with other information about children in the decision-making or guidance process, but studies have shown that test scores play an influential role in this process.

The magnitude of the testing industry in the United States and the importance of the decisions about human beings which are influenced by test scores raises questions concerning the impact of objective ability testing on the institutions making use of the tests. There have been relatively few attempts, however, to investigate this problem.

One study* provides some evidence that there are negligible differences between large multi-counselor schools with extensive testing programs and small schools with no counselors and less extensive testing programs with respect to variables such as opinions of children about whether their teachers and guidance counselors really know anything about students, and whether children have a realistic picture of different vocations. Hastings goes on to point out that "we should not, of course, conclude from the above findings that counseling activities have no effect upon students. We do conclude that the places--and ways--to look for the effects are not as obvious as we thought. Research which covers a wider range of possible effects and is more sensitive to subtle manifestations of effects is clearly needed."

It would appear that systematic research on the impact of testing in the schools will help make the most effective use of our tests and to correctly evaluate our increasing expenditures of time and money on testing and related guidance activities.

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*Hastings, F. Thomas. The Use of Test Results, U. S. Office of Education, Cooperative Research Branch Project No. 509, 1960.

Some of the general areas of interest in the impact of tests as seen from the institutional point of view can be sketched as follows:

We would expect that an important consequence of an extensive school testing program would be an increase in general knowledge about testing and the rationale of testing programs. We would also expect an increased concern on the part of children with relative levels of ability of fellow students. This might show up in the fact that children in schools with testing programs would be more likely to be aware of the meaning of the concept of intelligence, and would place more emphasis on differences in ability between students. Rank orderings of classmates in terms of ability, would be expected to conform more closely to objective rank orders based on test results. A correlated outcome might be that social acceptance in the peer group would be more closely related to test scores and/or to other students' estimates of the respondents' ability in schools having extensive testing programs.

Second, children's estimates of their own abilities should be more accurate in those schools having testing programs, particularly where scores are reported to the children and their parents. In addition, we would expect to find a closer relation between actual achievement and the level of ability in schools doing extensive testing; there should be less discrepancy between achievement and ability levels in such schools. We might also expect more realistic career aspirations from children who have taken more tests; the assumption here being that a child's level of aspiration depends in part on his estimate of his own abilities and that provision of accurate information brings a closer relation between ability level, academic performance and career planning.

Third, we would predict that teachers having access to test scores would tend to rate students in terms of their objective scores rather than on some other criteria. This might result in an overconformance of grades to standardized ability measures and occasionally feelings on the part of the teachers that they must give Johnny a high grade because his I.Q. level is above average.

The Schools Studied in the Present Report

The sample of secondary schools is described fully in the chapter immediately following. Since the sample differs somewhat from the group of schools envisioned in the contract with the Office of Education, a word of explanation is in order. Originally it was planned that this particular study would form part of a proposed follow-up to be conducted by Project Talent in the fall of 1963 in a group of about 40 high schools selected from the original Project Talent sample of over 800 schools. Changes in the scheduling of this follow-up study made use of these 40 schools impossible. Therefore, a separate and new sample of 40 schools was drawn by the Project Talent staff, along with an additional 10 private and 10 parochial schools, making a total of 60 in all. A supplementary group of 40 public schools was also drawn, according to the original plan, in which data were collected only on the extent of testing, and teacher and counselor beliefs and attitudes. In this latter group of schools student respondents were omitted.

Finally, a special analysis of existing Project Talent data relevant to secondary school testing programs and their impact on high school students was carried out as planned, and the data are presented in Chapter VII of this report. In this case the schools used were the 822 public senior schools from the original Project Talent sample in which data from the students and administrative personnel were already collected and on file. These schools are described in earlier Project Talent reports listed in the Foreward.

The Russell Sage Foundation Research Program on the Social Consequences of Testing

The research on which this technical report is based is focused on American secondary schools and their personnel, including students. The data, however, should be seen in the context of the program of related studies being carried on by Russell Sage Foundation of which this is a particular component. The other major units of the Russell Sage Foundation program are summarized below.

At the adult level, data have been collected on experiences and attitudes regarding standardized tests. In this connection, the National Opinion Research Center interviewed for the Foundation a national sample of some 1500 adults in the spring of 1963. (The results of this work are presented in the first technical report.*) Secondly the elementary school level, fifteen fifth grade boys and girls from each of 16 different elementary schools have been interviewed concerning their perceptions of tests, their own intellectual abilities, and intelligence in general. The sample of schools was selected on the basis of results from a survey of testing programs in 714 elementary schools in New York, New Jersey, and Connecticut.** The schools differ on three independent variables: extent of standardized testing, homogeneous grouping, and reporting of scores to parents. Additional questionnaire data, along with test scores and sociometric information, are being collected from parents, teachers, principals, and the remaining fifth graders in each school.

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*Brim, Orville G. Jr., Glass, David C., & Neulinger, John. Experiences and Attitudes of American Adults Concerning Standardized Intelligence Tests, Technical Report #1 on the Social Consequences of Testing, New York, Russell Sage Foundation, 1965.

**Goslin, David A., Rayner, Roberta E., & Hallock, Barbara. The Use of Standardized Tests in Elementary Schools, Technical Report #2 on the Social Consequences of Testing, New York, Russell Sage Foundation, 1965.

A study closely related to the data presented in Chapter V of this report is a study of approximately 100 counselors from the Boston Metropolitan area conducted by David Armor of the Department of Social Relations at Harvard University. Data on the counselor's role and his use of tests have been gathered through direct interviews, and additional data are being collected through the use of a short mail questionnaire to a larger sample of schools. Specific foci of this study include the views of the counselor concerning the importance of ability testing in counseling, on whether he thinks they are reliable predictors of performance on certain vocations and of success in colleges, and on whether he considers grades or achievement or perhaps even teacher evaluation as better predictors than aptitude or I.Q. test scores. Such views will be evaluated against the background of his own social origins and professional training.

Thus far primary emphasis has been on effects of educational testing. However, tests are also used to a significant extent in business and industrial organizations and research on this aspect of test use forms part of the overall program. Under the direction of Dr. Vernon Buck of the Yale Labor and Management Center, this study will be part of a larger research program on the effects of technological change in industry. The general work is under the auspices of the Yale Technology Project, directed by Dr. Stanley H. Udy, Jr., of the Department of Sociology. The research will make use of existing data collected by the Technology Project and will collect new data in the field from a number of participating major corporations.

In its overall scope this servies of studies provides the opportunity for comparisons of attitudes and beliefs about tests, and about their impact on individuals and institutional activities (1) at different levels within the same institution, for example, the elementary and secondary school levels education; (2) from one institutional context to another, for example, between education on the one hand and business and industry on the other; (3) at different age levels in the population as a whole, for example, the national sample of American adults can be contrasted with teenagers and nine and ten-year-olds in terms of differential experience with tests, their perceived impact, and their values or attitudes related to such tests. The studies should provide a broad picture of testing in American society.

CHAPTER II

PROCEDURE

CHAPTER II

Procedure

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Selecting the Sample

In this study we were concerned with the opinions and attitudes of senior high school students, teachers and counselors regarding standardized tests of ability. Our primary concern was to obtain data that could be generalized to each of these populations in public senior high schools. A secondary interest was in obtaining samples of private and Roman Catholic parochial schools,[1] to enable us to make certain comparisons with the data from the public school group.

For the public senior-high-schools the sample was selected in such a way that it would be representative of the respective national populations for the school year 1963-64. This requirement dictated the use of a sampling procedure designed to achieve representation of public schools on a number of dimensions demonstrated (Flanagan, et.al., 1962) to be related to school testing practices and policies and to school-wide averages of students' scores on standardized aptitude and achievement measures. The aim in selecting the private schools and the parochial schools was not at all the same. In these samples the major purpose was to study special groups of students. We wanted a sample of private schools that represented the "elite" senior high school and student. Therefore, the sample was made up of schools which, in the judgment of the staff of the Russell Sage Foundation and the University of Pittsburgh were outstanding in academic requirements, reputation and performance.

It was felt that parochial schools may be sufficiently different to justify their separate treatment. From a statistical standpoint, there are difficulties in drawing representative samples from this group of schools. The procedures used are described later in this report. Suffice it to say that the sample of schools obtained was not drawn by statistical sampling procedures, yet it represents a distribution of parochial schools varying widely in testing policies and practices and in student abilities and beliefs.

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[1] Roman Catholic schools may be parochial or diocesan, the former associated with the parish and the latter with the diocese. The term "parochial" will be used in this report to cover both types of schools.

It was decided to aim for a sample of 80 public senior high schools, ten private high schools, and ten parochial high schools. A senior high school was defined as one which includes grade 10 and grade 12. The public school sample did not include schools that offer only the vocational curriculum as Dailey (1962) demonstrated that vocational schools in 1960 differed in certain respects from the comprehensive high school and the academically-oriented high school.

With regard to the sample of students, it was felt that adequate representation of a cross-section of high-school students could be achieved by sampling from grade 10 and grade 12. We decided to aim for a sample of approximately 4,000 students. Information on school enrollments and from Project Talent (Flanagan, et.al., 1962) suggested that more than 4,000 students would likely be obtained if the grade 10 and grade 12 students in all 100 schools participated in the project. Two steps were taken to keep the student sample within bounds:

1. To request the participation of the students in only 40 of the 80 public schools.
2. To draw a sub-sample of students in those public schools in which there were 100 or more seniors according to the most current Office of Education report. In summary, our aim was to obtain the following samples:

40 public senior high schools, students participating.

40 public senior high schools, students not participating.

10 private high schools, students participating.

10 parochial senior high schools, students participating.

The target populations for teachers and counselors were those teaching one or more courses in grades 10, 11 and 12, and those spending 20% or more time in counseling with students in grades 10, 11 and 12.

The Sampling Procedure

A quota sampling procedure was used to select the public senior high schools (Shaycoft, 1962). The schools were selected at random from the U. S. Office of Education's Directory of Public Secondary Day Schools, 1958-59. Schools were accepted for the sample as long as the quota for that particular type of school had not been filled. When the quota was filled the schools were rejected until the number of schools needed was obtained. The Project Talent Taxonomy of Public Senior High Schools (Flanagan, *et. al*., 1962) provided the basis for establishing the quotas for various types of schools. The taxonomy is based on U. S. Office of Education region, community size, and an index of the socio-economic level of the neighborhood. The size of the senior class was also considered in selecting the schools. The categories of the Project Talent Taxonomy of High Schools are:

Code	Description
21	Cities A--low-cost housing--low income
22	Cities A--moderate and high-cost housing
31	Cities B--low-cost housing and low income
32	Cities B--moderate and high-cost housing
41	Northeast--urban--low-cost housing and low income
42	Northeast--urban--moderate and high-cost housing
43	Northeast--small town
44	Northeast--rural
51	Southeast--urban--low-cost housing and low income
52	Southeast--urban--moderate and high-cost housing
53	Southeast--small town
54	Southeast--rural
61	West--urban--low-cost housing and low income
62	West--urban--moderate and high-cost housing
63	West--small town
64	West--rural
10	All vocational high schools

Community sizes are:

Cities A--more than 1,500,000 population (1960 census),
Cities B--between 250,000 and 1,499,999 population,
Urban --between 5,000 and 249,999 population,
Small town--below 5,000 population.

In this study the following groups were combined: 21 and 31, 22 and 32, 43 and 44, 53 and 54, and 63 and 64. Group 10 was not included as this is the category for vocational high schools.

The following codes are used to designate categories of senior-class enrollments:

1 - 0-24 seniors
2 - 25-99 seniors
3 - 100-399 seniors
4 - 400 seniors or more

The specific procedures for selecting the public senior high schools are presented next.

Random Selection of Schools. A list of public senior-high schools is in the Directory of Public Secondary Day Schools, 1958-1959 published by the U. S. Office of Education. For purposes of random sampling, each school on the list was assumed to be identified by a six-digit number of the form XXX-X-XX. The first three digits indicate the page in which the school is listed in the directory; the next digit represents the column on the page; and the last two digits represent the position of the school in the column.

A sequence of six-digit random numbers was obtained from a table of random numbers. A number was discarded if the first three digits were not in the appropriate range for the pages in the directory, 011-158. The school corresponding to each random number was selected. If it turned out that there was no entry in the directory corresponding to the random number, that number was discarded and the next one looked up. Similarly, if the school turned out to be one not in the population being sampled (e.g., a junior high or a vocational school) it was discarded.

The group (Project Talent High School Taxonomy group and senior-class size category) to which a school belonged was determined, and it was then entered in the sample if the quota for its category had not already been filled.

Determination of Taxonomy Group Characteristics and Senior-Class Size. The size of the senior class and U. S. Office of Education region were obtained from the Directory of Public Secondary Day Schools, 1958-59. City size was determined from Bureau of the Census Data World Almanac, (1960) using the mailing address given in the Directory. Schools were entered in the sample in the order in which they were drawn if the quota for the category had not been filled, but were rejected after the quota had been filled. Additional samples were selected as it was necessary to determine the socio-economic level of the neighborhood of the school (for city schools) and additional schools would be required as replacements for rejects (i.e., schools which did not meet "SES" specifications).

Two reserve samples were selected for the non-urban schools (taxonomy groups 43, 44, 53, 54, 63 and 64) and for reserve samples were selected for the urban schools (taxonomy groups 21, 22, 31, 32, 41, 42, 51, 52, and 61, 62). Four samples were selected for the urban schools since it was anticipated that some urban schools would be dropped which were not in the appropriate socio-economic category.

The Retail Credit Company was employed to determine the socio-economic level of the schools. Socio-economic level of the school was defined in terms of the following item:

"The residences in the area served by the school are best described as primarily:

1. expensive private homes
2. moderate priced homes
3. low-cost homes
4. high-rental apartments
5. moderate-rental apartments
6. low-rental apartments
7. low-income areas
8. about equally apartments and homes
9. students are resident, students--cannot estimate."

The schools were dichotomized into "low" versus "medium" and "high" socio-economic status using options 3, 6, and 7 versus 2, 4, 5, 8, 9. The schools were classified upon receipt of the returns from the Retail Credit Company. If it turned out that a school in the first sample drawn did not have the appropriate "SES" characteristics, the next alternate in the same taxonomy and senior-class size category was selected.

Vocational schools were excluded from the sample on the basis of the school name; in addition, a check was instituted with U. S. Office of Education personnel familiar with the schools to assure that vocational schools were not included in the sample. Also excluded from the sample were schools tested by Project Talent in 1960.

Sampling Students in Public Senior High Schools

The sample consists of all students in the 10th and 12th grades from schools with senior classes of less than 100. Where class size exceeded 100, it was felt that it would not be necessary to have the participation of all of these students as an adequate sample size could be achieved with just a proportion of them. Therefore, a subsampling procedure was planned and carried out by eight appointed representatives of the University of Pittsburgh.

The number of students sampled from each school and grade was determined judgmentally by considering the Project Talent student population figures for each taxonomy group and senior-class size category. Consideration was also given to the number of students needed in these schools to achieve proportional representation and to obtain a minimum desired sample of 4,000 students in the public schools. As it turned out later, the numbers selected need not have varied from school to school. At the time that the quotas were established, it had been planned to oversample and discard cases in order to achieve proportional representation. Subsequently, it was decided to weight the data to achieve proportionality.

Consideration was given to the merits of random sampling procedures and systematic sampling procedures for selecting the students. It was felt that a random procedure would be more difficult to draw from the information available in the schools and that the systematic sampling procedure would be simple administratively and was not likely to result in biased results. The representatives were instructed, therefore, to use the systematic procedure, arranging students in alphabetical order by grade, starting at a randomly selected point in the list and selecting every Nth name following. If they had any reason to suspect that this procedure would result in a biased sample, particularly with respect to scholastic ability, they were instructed to contact the project director to consider an alternative procedure. The systematic sampling procedure was used by all eight representatives.

Weighting the Data. The effects of chance and differences in participation rates for the various taxonomy groups resulted sometimes in over-sampling and sometimes in under-sampling of schools in specific categories of the high school taxonomy. For these reasons the data were weighted to bring them into proportion to their representation in the population of schools and of students. The weighted responses to each of the questionnaire items were almost identical with the unweighted responses. Therefore we present only unweighted data in this report.

Sampling the Parochial High Schools

A sample of ten diocesan or parochial secondary schools was obtained through the cooperation of the National Catholic Education Association (NCEA). At our request, a list was submitted of 20 secondary schools that NCEA felt adequately represented the Roman Catholic secondary schools of the nation. Thus, the method of sampling was purposive rather than statistically random. Ten schools were selected from the list of 20 for wide geographical dispersion. The Right Reverent Monsignor O'Neil C. D'Amour wrote to the Diocesan Superintendents and informed them of the purpose of the study and urged their cooperation. As a result, all of the schools invited agreed to participate in the study. Subsequently, one of the ten schools withdrew because of scheduling difficulties. All available students in grade 10 and grade 12 in these schools were included in the sample.

Sampling the Private High Schools

A sample of nine private secondary schools, five male and four female, was obtained from a larger listing of these schools prepared by the Foundation staff. The schools are primarily in the East and are among those generally considered to be leading preparatory institutions. As with the parochial school sample, the method of sampling was purposive rather than random. University of Pittsburgh staff contacted each school on the list and informed them of the purpose of the study and urged their cooperation. Repeated contacts were made until the list was exhausted. As a result, nine schools agreed to participate in the study.

Data Collection

Invitations to Participate in the Study

A letter was sent to the school principal requesting his cooperation and that of his staff and students. In addition, an enclosure described the project briefly and the requirements in participating in the project. Briefly, the letter and enclosure emphasized the importance of obtaining objective information regarding the effects of standardized ability testing on the schools' staff and on the students. In addition, a financial incentive was offered the principals in public and in private schools for their cooperation. Information copies of the letter and enclosure were sent to school superintendents in the districts in which the schools were asked to participate.

Also enclosed for their convenience in responding were a letter of reply and a stamped return envelope. The letter of reply provided space for reporting the number of students in grade 10 and in grade 12; the names of staff members spending 20% or more time in counseling duties with students in grades 10, 11 and 12; the names of teachers with one or more courses in grades 10, 11 and 12; and the date on which they planned to administer the reading tests and questionnaires to the students.

Two follow-up letters were prepared. The first letter was sent to each school from two to three weeks after the mailing of the letter of invitation. The second follow-up letter was sent if a reply was not received two weeks following the mailing of the first follow-up letter. Generally, the amount of time lapse before follow-up letters were sent was dictated by considerations of distance from the Washington office, greater time being given to those west of the Mississippi River than to those east of the Mississippi River. In a number of cases when replies were not received within a reasonable time following the mailing of the first or second follow-up letter, the principals were called long distance by the project director.

Administration of the Reading Test and Students Questionnaire

The administration of the project was scheduled for January and February, 1964. For a number of schools it was necessary to permit administration of student materials in March due to scheduling difficulties. All materials for the project were sent to the school principal who was asked to act as the coordinator for the project or to appoint someone as his representative to carry out these duties. The Students Questionnaire and Reading Test were administered by members of the school staff; the Teachers' Questionnaire and the Counselors' Questionnaire were distributed by the school principal and returned to him. The following guides were sent to the schools to provide them with information regarding procedures for the handling, administration and return of all materials:

1. Local Coordinator's Guide for the Students' Questionnaire and Reading Comprehension Test
2. Local Coordinator's Guide for the Teachers Questionnaire and Card Sort and the Counselors Questionnaire and Card Sort
3. The Administrators Guide for the Students Questionnaire and Reading Test.

Copies of these guides may be found in Appendix E.

Record forms were also sent to the schools in which the students were tested. The record form was to be completed by each administrator as a means of checking on proper administrative procedures.

Processing, Scoring and Analyzing the Data

When the data were received in the Washington office they were checked to be sure that the materials were returned that were requested in the Local Coordinator's Guides. When some materials were missing the schools were requested to testify to their security. In most cases the missing materials had been destroyed or, as far as we could tell, were mailed out but not delivered.

All student answer sheets, more than 9000 of them, were scanned to eliminate cases in which the students appeared to be marking the answer sheet in a geometric pattern, to eliminate those in the 11th grade (only 10th and 12th graders were to participate) and to eliminate those answer sheets for students who did not appear to be answering seriously. The answer sheets were forwarded for processing to the Measurement Research Center in Iowa City, Iowa. The Measurement Research Center produced high density computer tape output on which was entered every response for each student. The computer tape was forwarded to the University of Pittsburgh, the reading comprehension test was scored, percentile rank conversions were obtained for grade 10 and grade 12 norms based on Project Talent data (Flanagan, et.al., 1964), and the list of scores and percentile rank conversions forwarded to the schools.

The Teachers' Questionnaire, Counselors' Questionnaire and Testing Program Questionnaire were coded, key-punched and sent to the University of Pittsburgh Data Processing and Computation Center for entry on computer tape. The Teachers' Card-Sort and Counselors' Card-Sort were key-punched under the direction of the Russell Sage Foundation and forwarded to the Data Processing and Computation Center. Two high-speed digital computers the IBM 7070 and the IBM 7090 were used to analyze the data.

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CHAPTER III

SUMMARY OF RESPONSES TO THE STUDENT QUESTIONNAIRE

The tables that follow present the responses to items in the Student Questionnaire, which is presented in Appendix A. The tables are presented in the order of the questions on the questionnaire, and the responses are separated according to public, private and parochial schools.

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CHAPTER III

Responses to Students Questionnaire by 5,321 Public School, 1,198 Private School and 2,636 Parochial School Students

(Frequencies and Percent)

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
1. How old are you?						
13	2	.0	3	.3	0	.0
14	85	1.6	32	2.7	60	2.3
15	2088	39.2	398	33.3	1157	44.0
16	863	16.2	192	16.1	306	11.6
17	1815	34.1	409	34.2	999	38.0
18 or older	467	8.8	162	13.5	110	4.2
	5320	99.9	1196	100.1	2632	100.1
No Response	1	.0	2	.2	4	.2
2. Your sex.						
Male	2451	46.1	640	53.5	1100	41.8
Female	2870	53.9	557	46.5	1529	58.2
	5321	100.0	1197	100.0	2629	100.0
No Response	0	.0	1	.1	7	.3
3. What grade are you in now?						
9th	3	.1	4	.3	2	.1
10th	3037	57.2	596	49.9	1412	53.7
11th	9	.2	1	.1	0	.0
12th	2256	42.5	594	49.7	1217	46.3
	5305	100.0	1195	100.0	2631	100.1
No Response	16	.3	3	.3	5	.2
4. What do you plan to do next after high school?						
Get further vocational or technical training.	502	9.4	30	2.5	123	4.7
Attend college or junior college.	2374	44.6	1120	93.6	1823	69.3
Work.	807	15.2	3	.3	212	8.1
Enter the military service.	481	9.0	4	.3	78	3.0
Attend secretarial school or nursing school.	532	10.0	8	.7	254	9.7
I do not know.	623	11.7	31	2.6	140	5.3
	5319	99.9	1196	100.0	2630	100.1
No Response	2	.0	2	.2	6	.2

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* Throughout this report, the percentages add to 100.0 within the limits of rounding error.

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
5. How long have you attended your current high school?						
4 years or more	1403	26.4	298	24.9	789	30.0
3 years	958	18.0	225	18.8	352	13.4
2 years	1438	27.1	355	29.7	1111	42.3
1 year	466	8.8	91	7.6	244	9.3
Less than 1 year	1045	19.7	228	19.0	131	5.0
	5310	100.0	1197	100.0	2627	100.0
No Response	11	.2	1	.1	9	.3
6. How many times have you changed schools since you first started school?						
Once	1694	33.4	185	15.5	1090	41.8
Twice	794	15.7	241	20.2	538	20.6
Three times	983	19.4	324	27.1	477	18.3
Four times	647	12.8	207	17.3	242	9.3
Five times	419	8.3	140	11.7	138	5.3
Six or more times	533	10.5	97	8.1	124	4.8
	5070	100.1	1194	99.9	2609	100.1
No Response	251	4.7	4	.3	27	1.0
7. Religious background.						
Protestant	2697	50.8	920	77.1	44	1.7
Catholic	1155	21.8	84	7.0	2532	96.2
Jewish	201	3.8	47	3.9	7	.3
Other	950	17.9	92	7.7	32	1.2
I prefer not to answer this question.	305	5.7	51	4.3	18	.7
	5308	100.0	1194	100.0	2633	100.1
No Response	13	.2	4	.3	3	.1
8. Race.						
White	4840	91.1	1137	95.2	2487	94.5
Negro	349	6.6	11	.9	75	2.8
Oriental	9	.2	9	.8	8	.3
Other	31	.6	2	.2	30	1.1
I prefer not to answer this question.	86	1.6	35	2.9	33	1.3
	5315	100.1	1194	100.0	2633	100.0
No Response	6	.1	4	.3	3	.1
9. Is your own father living?						
Yes	4987	93.9	1132	94.7	2465	93.8
No	323	6.1	63	5.3	164	6.2
	5310	100.0	1195	100.0	2629	100.0
No Response	11	.2	3	.3	7	.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
10. Is your own mother living?						
Yes	5175	97.3	1166	97.5	2575	97.8
No	143	2.7	30	2.5	57	2.2
	5318	100.0	1196	100.0	2632	100.0
No Response	3	.1	2	.2	4	.2
11. Are your own parents either divorced or separated?						
Yes	628	11.8	140	11.7	147	5.6
No	4673	88.2	1054	88.3	2477	94.4
	5301	100.0	1194	100.0	2624	100.0
No Response	20	.4	4	.3	12	.5
12. If they are either separated or divorced, with which parent do you live?						
They are not separated or divorced.	4536	86.2	1045	88.0	2443	93.4
Mother	493	9.4	108	9.1	128	4.9
Father	117	2.2	21	1.8	24	.9
Neither	114	2.2	14	1.2	22	.8
	5260	100.0	1188	100.1	2617	100.0
No Response	61	1.1	10	.8	19	.7
13. How old is your father?						
Under 35	82	1.5	4	.3	14	.5
35 to 45	2433	45.9	363	30.4	1069	40.7
46 to 50	1287	24.3	345	28.9	729	27.8
51 to 60	1073	20.2	381	31.9	601	22.9
Over 61	183	3.4	46	3.8	68	2.6
He is dead.	247	4.7	56	4.7	146	5.6
	5305	100.0	1195	100.0	2627	100.1
No Response	16	.3	3	.3	9	.3
14. How old is your mother?						
Under 35	378	7.1	12	1.0	73	2.8
35 to 45	3196	60.2	648	54.1	1525	58.0
46 to 50	1051	19.8	336	28.1	647	24.6
51 to 60	590	11.1	178	14.9	327	12.4
Over 61	16	.3	3	.3	7	.3
She is dead.	78	1.5	20	1.7	49	1.9
	5309	100.0	1197	100.1	2628	100.0
No Response	12	.2	1	.1	8	.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
15. If you were asked to use one of these four names for your social class, which would you say your family belonged in: middle class, lower class, working class, or upper class?						
Lower	76	1.4	4	.3	12	.5
Working	1147	21.6	20	1.7	366	13.9
Middle	3227	60.8	619	51.8	1976	75.2
Upper	215	4.0	491	41.1	158	6.0
I do not know.	644	12.1	60	5.0	117	4.5
	5309	99.9	1194	99.9	2629	100.1
No Response	12	.2	4	.3	7	.3
16. Were you born in the United States?						
Yes	5194	97.6	1135	94.8	2550	96.9
No	125	2.4	62	5.2	81	3.1
	5319	100.0	1197	100.0	2631	100.0
No Response	2	.0	1	.1	5	.2
17. Were your parents born in the United States?						
Yes, both were.	4931	92.8	1039	86.9	2322	88.3
Only my mother was.	138	2.6	53	4.4	115	4.4
Only my father was.	136	2.6	64	5.4	112	4.3
Neither parent was.	111	2.1	39	3.3	82	3.1
	5316	100.1	1195	100.0	2631	100.1
No Response	5	.1	3	.3	5	.2
18. Were your paternal grandparents born in the United States?						
Yes, both were.	3552	66.9	869	72.7	1126	42.8
Only my grandmother was.	169	3.2	47	3.9	139	5.3
Only my grandfather was.	103	1.9	36	3.0	93	3.5
Neither grandparent was.	778	14.6	154	12.9	872	33.2
I do not know.	709	13.3	89	7.4	400	15.2
	5311	99.9	1195	99.9	2630	100.0
No Response	10	.2	3	.3	6	.2
19. Were your maternal grandparents born in the United States?						
Yes, both were.	3277	61.7	863	72.5	1130	43.0
Only my grandmother was.	183	3.4	54	4.5	135	5.1
Only my grandfather was.	104	2.0	26	2.2	99	3.8
Neither grandparent was.	726	13.7	155	13.0	818	31.2
I do not know.	1018	19.2	93	7.8	444	16.9
	5308	100.0	1191	100.0	2626	100.0
No Response	13	.2	7	.6	10	.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
20. What is the last grade your father completed in school?						
0-6 years	469	8.9	6	.5	89	3.4
7-11 years	2148	40.9	24	2.0	623	23.9
12 years (high-school graduate)	1502	28.6	68	5.7	835	32.0
13 to 15 years (some college)	578	11.0	139	11.7	439	16.8
16 years (college graduate)	352	6.7	417	35.0	331	12.7
17 years or more (graduate or professional school)	199	3.8	538	45.1	292	11.2
	5248	99.9	1192	100.0	2609	100.0
No Response	73	1.4	6	.5	27	1.0
21. What is the last grade your mother completed in school?						
0-6 years	199	3.8	2	.2	56	2.1
7-11 years	1903	36.0	11	.9	597	22.8
12 years (high-school graduate)	2140	40.5	244	20.5	1174	44.8
13 to 15 years (some college)	583	11.0	307	25.7	444	17.0
16 years (college graduate)	345	6.5	459	38.5	253	9.7
17 years or more (graduate or professional school)	112	2.1	170	14.2	95	3.6
	5282	99.9	1193	100.0	2619	100.0
No Response	39	.7	5	.4	17	.6
22. How many books are there in your home?						
None, or very few (0-10)	229	4.3	0	.0	41	1.6
A few books (11-25)	958	18.0	7	.6	240	9.1
One bookcase full (26-100)	2109	39.7	27	2.3	883	33.6
Two bookcases full (101-250)	1198	22.6	103	8.6	797	30.3
Three or four bookcases full (251-500)	661	12.4	396	33.2	531	20.2
A room full--a library (501 or more)	156	2.9	659	55.3	136	5.2
	5311	99.9	1192	100.0	2628	100.0
No Response	10	.2	6	.5	8	.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
23. On the average, how many hours do you study each week? Include study periods in school as well as studying done at home.						
None	82	1.5	2	.2	13	.5
About 1-4 hours per week	764	14.4	5	.4	178	6.8
About 5-9 hours per week	1557	29.4	35	2.9	593	22.6
About 10-14 hours per week	1588	30.0	110	9.2	946	36.0
About 15-19 hours per week	848	16.0	280	23.4	617	23.5
About 20 or more hours per week	454	8.6	763	63.8	280	10.7
	5293	99.9	1195	99.9	2627	100.1
No Response	28	.5	3	.3	9	.3
24. How do you think you now compare with your father in intelligence?						
I am much higher than he is.	223	4.2	10	.8	64	2.5
I am somewhat higher than he is.	784	14.9	71	6.0	300	11.6
I am about the same as he is.	789	15.0	221	18.7	363	14.1
I am somewhat lower than he is.	1202	22.8	340	28.7	678	26.2
I am much lower than he is.	546	10.4	237	20.0	383	14.8
I do not know how I compare with him, or the question does not apply.	1721	32.7	304	25.7	795	30.8
	5265	100.0	1183	99.9	2583	100.0
No Response	56	1.1	15	1.3	53	2.0
25. How do you think you will compare with him in intelligence in 10 years?						
I will be much higher than he will.	1125	21.2	67	5.6	421	16.0
I will be somewhat higher than he will.	1619	30.5	200	16.8	757	28.8
I will be about the same as he will.	873	16.4	327	27.4	501	19.1
I will be somewhat lower than he will.	353	6.7	216	18.1	240	9.1
I will be much lower than he will.	31	.6	23	1.9	25	1.0
I do not know how I will compare with him, or the question does not apply.	1306	24.6	360	30.2	682	26.0
	5307	100.0	1193	100.0	2626	100.0
No Response	14	.3	5	.4	10	.4

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
26. How do you think you now compare with your mother in intelligence?						
I am much higher than she is.	235	4.4	32	2.7	123	4.7
I am somewhat higher than she is.	1133	21.4	191	16.0	549	20.9
I am about the same. as she is.	1295	24.4	345	28.9	603	23.0
I am somewhat lower than she is.	1256	23.7	306	25.6	689	26.2
I am much lower than she is.	344	6.5	94	7.9	176	6.7
I don't know how I compare with her, or the question does not apply.	1038	19.6	226	18.9	487	18.5
	5301	100.0	1194	100.0	2627	100.0
No Response	20	.4	4	.3	9	.3
27. How do you think you will compare with her in intelligence in 10 years?						
I will be much higher than she will.	1161	21.9	147	12.3	602	22.9
I will be somewhat higher than she will.	1849	34.9	378	31.7	875	33.3
I will be about the same as she will.	943	17.8	272	22.8	462	17.6
I will be somewhat lower than she will.	273	5.1	95	8.0	145	5.5
I will be much lower than she will.	36	.7	10	.8	15	.6
I do not know how I will compare with her, or the question does not apply.	1039	19.6	289	24.3	526	20.0
	5301	100.0	1191	99.9	2625	99.9
No Response	20	.4	7	.6	11	.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
"How do you compare with all students in your grade in each one of the following?						
28. Health						
Much above average.	917	17.3	310	25.9	417	15.9
Somewhat above average.	1645	31.0	470	39.3	942	35.8
About average.	2571	48.4	386	32.3	1194	45.4
Somewhat below average.	160	3.0	26	2.2	72	2.7
Much below average.	20	.4	3	.3	3	.1
	5313	100.1	1195	100.0	2628	99.9
No Response	8	.2	3	.3	8	.3
29. Intelligence						
Much above average.	343	6.5	206	17.2	188	7.2
Somewhat above average.	1848	34.8	608	50.9	1065	40.5
About average.	2832	53.4	339	28.4	1277	48.6
Somewhat below average.	258	4.9	39	3.3	88	3.3
Much below average.	26	.5	3	.3	10	.4
	5307	100.1	1195	100.1	2628	100.0
No Response	14	.3	3	.3	8	.3
30. School Marks						
Much above average.	332	6.3	136	11.4	152	5.8
Somewhat above average.	1546	29.1	455	38.0	828	31.5
About average.	2572	48.5	470	39.3	1337	50.9
Somewhat below average.	764	14.4	118	9.9	282	10.7
Much below average.	91	1.7	17	1.4	29	1.1
	5305	100.0	1196	100.0	2628	100.0
No Response	16	.3	2	.2	8	.3
31. Popularity						
Much above average.	183	3.5	73	6.1	90	3.4
Somewhat above average.	1187	22.4	375	31.4	634	24.1
About average.	3300	62.3	625	52.3	1677	63.8
Somewhat below average.	537	10.1	108	9.0	200	7.6
Much below average.	93	1.8	13	1.1	28	1.1
	5300	100.1	1194	99.9	2629	100.0
No Response	21	.4	4	.3	7	.3
32. Prestige in School						
Much above average.	160	3.0	109	9.2	87	3.3
Somewhat above average.	928	17.7	323	27.1	475	18.1
About average.	3503	66.6	593	49.8	1716	65.5
Somewhat below average.	576	11.0	144	12.1	314	12.0
Much below average.	89	1.7	21	1.8	29	1.1
	5256	100.0	1190	100.0	2621	100.0
No Response	65	1.2	8	.7	15	.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
33. Drive to get ahead						
Much above average.	420	7.9	161	13.5	180	6.9
Somewhat above average.	1526	28.8	504	42.2	823	31.4
About average.	2694	50.8	415	34.8	1358	51.7
Somewhat below average.	579	10.9	91	7.6	248	9.4
Much below average.	80	1.5	22	1.8	16	.6
	5299	99.9	1193	99.9	2625	100.0
No Response	22	.4	5	.4	11	.4
34. Creativity and Imagination						
Much above average.	456	8.6	189	15.9	240	9.2
Somewhat above average.	1633	30.8	462	38.8	861	32.8
About average.	2558	48.3	406	34.1	1215	46.3
Somewhat below average.	580	10.9	124	10.4	294	11.2
Much below average.	70	1.3	11	.9	12	.5
	5297	99.9	1192	100.1	2622	100.0
No Response	24	.5	6	.5	14	.5
35. Physical Attractiveness						
Much above average.	249	4.7	88	7.4	93	3.5
Somewhat above average.	1133	21.4	422	35.5	607	23.1
About average.	3359	63.5	580	48.8	1704	64.9
Somewhat below average.	437	8.3	84	7.1	191	7.3
Much below average.	108	2.0	15	1.3	29	1.1
	5286	99.9	1189	100.1	2624	99.9
No Response	35	.7	9	.8	12	.5
36. Athletic ability						
Much above average.	529	10.0	170	14.2	218	8.3
Somewhat above average.	1483	28.0	383	32.1	775	29.5
About average.	2334	44.0	438	36.7	1131	43.1
Somewhat below average.	778	14.7	175	14.7	413	15.7
Much below average.	179	3.4	27	2.3	88	3.4
	5303	100.1	1193	100.0	2625	100.0
No Response	18	.3	5	.4	11	.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
"How important do you think it is to have each one of the following?"						
37. Good Health						
Extremely important.	3855	72.6	663	55.4	1586	60.3
Important.	1270	23.9	454	37.9	918	34.9
Somewhat important.	119	2.2	67	5.6	91	3.5
Unimportant.	23	.4	9	.8	4	.2
Very unimportant.	46	.9	4	.3	32	1.2
	5313	100.0	1197	100.0	2631	100.1
No Response	8	.2	1	.1	5	.2
38. Intelligence						
Extremely important.	2299	43.3	538	45.0	1019	38.8
Important.	2601	49.0	568	47.5	1392	53.0
Somewhat important.	306	5.8	72	6.0	171	6.5
Unimportant.	20	.4	12	1.0	11	.4
Very unimportant.	79	1.5	5	.4	35	1.3
	5305	100.0	1195	99.9	2628	100.0
No Response	16	.3	3	.3	8	.3
39. Good Marks						
Extremely important.	1583	29.9	199	16.6	658	25.0
Important.	2851	53.8	618	51.7	1423	54.1
Somewhat important.	722	13.6	293	24.5	482	18.3
Unimportant.	61	1.2	64	5.4	39	1.5
Very unimportant.	84	1.6	22	1.8	27	1.0
	5301	100.1	1196	100.0	2629	99.9
No Response	20	.4	2	.2	7	.3
40. Popularity						
Extremely important.	417	7.9	126	10.5	151	5.7
Important.	2136	40.3	436	36.5	1079	41.0
Somewhat important.	2354	44.4	502	42.0	1210	46.0
Unimportant.	328	6.2	100	8.4	156	5.9
Very unimportant.	70	1.3	32	2.7	33	1.3
	5305	100.1	1196	100.1	2629	99.9
No Response	16	.3	2	.2	7	.3
41. Prestige in School						
Extremely important.	461	8.8	94	7.9	187	7.1
Important.	2253	42.8	342	28.6	989	37.7
Somewhat important.	2087	39.6	541	45.2	1178	44.9
Unimportant.	371	7.0	170	14.2	234	8.9
Very unimportant.	95	1.8	49	4.1	37	1.4
	5267	100.0	1196	100.0	2625	100.0
No Response	54	1.0	2	.2	11	.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
42. Drive to get ahead						
Extremely important.	2202	41.5	641	53.7	1121	42.7
Important.	2309	43.6	400	33.5	1185	45.1
Somewhat important.	615	11.6	118	9.9	271	10.3
Unimportant.	77	1.5	16	1.3	20	.8
Very unimportant.	97	1.8	19	1.6	31	1.2
	5300	100.0	1194	99.0	2628	100.1
No Response	21	.4	4	.3	8	.3
43. Creativity and Imagination						
Extremely important.	771	14.6	406	34.0	357	13.6
Important.	2424	45.8	528	44.2	1152	44.0
Somewhat important.	1855	35.0	222	18.6	978	37.3
Unimportant.	204	3.9	28	2.3	112	4.3
Very unimportant.	44	.8	10	.8	22	.8
	5298	101.0	1194	99.9	2621	100.0
No Response	23	.4	4	.3	15	.6
44. Physical Attractiveness						
Extremely important.	480	9.1	50	4.2	95	3.6
Important.	1719	32.4	236	19.8	591	22.5
Somewhat important.	2151	40.6	530	44.4	1169	44.5
Unimportant.	786	14.8	289	24.2	649	24.7
Very unimportant.	166	3.1	88	7.4	122	4.6
	5302	100.0	1193	100.0	2626	99.9
No Response	19	.4	5	.4	10	.4
45. Athletic Ability						
Extremely important.	441	8.3	49	4.1	93	3.5
Important.	1663	31.3	255	21.3	519	19.8
Somewhat important.	2293	43.2	543	45.4	1245	47.4
Unimportant.	757	14.3	262	21.9	661	25.2
Very unimportant.	154	2.9	87	7.3	109	4.1
	5308	100.0	1196	100.0	2627	100.0
No Response	13	.2	2	.2	9	.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
46. Do you know how intelligent you are?						
I am very certain of how intelligent I am.	525	9.9	117	9.8	298	11.3
I am fairly certain.	2330	43.9	543	45.4	1376	52.3
I have only a rough idea.	1412	26.6	344	28.8	638	24.2
I have thought about it, but I don't know.	773	14.6	159	13.3	237	9.0
I have never thought about it.	271	5.1	32	2.7	84	3.2
	5311	100.1	1195	100.0	2633	100.0
No Response	10	.2	3	.3	3	.1
47. Have you ever discussed the results of an intelligence test with your parents?						
Yes, frequently.	706	13.3	164	13.7	450	17.1
Yes, occasionally.	1377	25.9	291	24.4	759	28.9
Yes, once or twice.	1605	30.2	339	28.4	819	31.2
No, never.	1624	30.6	401	33.6	601	22.9
	5312	100.0	1195	100.1	2629	100.1
No Response	9	.2	3	.3	7	.3
48. Do your parents understand what intelligence test scores mean?						
Yes, both parents.	2630	49.5	839	70.2	1299	49.4
Father only.	107	2.0	22	1.8	77	2.9
Mother only.	276	5.2	23	1.9	118	4.5
Neither.	80	1.5	10	.8	28	1.1
They understand if the scores are explained to them.	1157	21.8	130	10.9	703	26.7
I do not know.	1064	20.0	171	14.3	407	15.5
	5314	100.0	1195	99.9	2632	100.1
No Response	7	.1	3	.3	4	.2
49. Including yourself, how many children are there in your family? (Only include step and half brothers and sisters if you have regularly lived with them.)						
I am an only child.	436	8.2	79	6.6	292	11.1
2 children.	1257	23.7	347	29.0	668	25.4
3 children.	1209	22.8	365	30.5	591	22.5
4 children.	943	17.8	252	21.1	436	16.6
5 children.	566	10.7	108	9.0	297	11.3
There are more than 5 children in my family.	886	16.7	46	3.8	345	13.1
	5297	99.9	1197	100.0	2629	100.0
No Response	24	.5	1	.1	7	.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
50. What child are you in your family?						
The oldest.	1628	41.2	390	36.5	881	44.4
The second oldest.	1308	33.1	422	39.5	662	33.4
The third oldest.	642	16.2	194	18.2	301	15.2
The fourth oldest.	284	7.2	54	5.1	107	5.4
The fifth oldest.	94	2.3	8	.7	34	1.7
	3956	100.0	1068	100.0	1985	100.1
Does not apply; No Response	1365*	25.6*	130*	10.9*	651*	24.7*
51. What is the oldest child in your family?						
A girl.	2052	51.8	543	50.9	1056	53.2
A boy.	1906	48.2	523	49.1	928	46.8
	3958	100.0	1066	100.0	1984	100.0
Does not apply; No Response	1363*	25.6*	132*	11.0*	652*	24.7*
52. What is the second oldest child in your family?						
A girl.	2026	51.4	529	49.9	1027	52.0
A boy.	1912	48.6	531	50.1	948	48.0
	3938	100.0	1060	100.0	1975	100.0
Does not apply; No Response	1383*	26.0*	138*	11.5*	661*	25.1*
53. What is the third oldest child in your family?						
A girl.	1314	48.9	354	49.1	682	51.8
A boy.	1374	51.1	367	50.9	634	48.2
	2688	100.0	721	100.0	1316	100.0
Does not apply; No Response	2633*	49.5*	477*	39.8*	1320*	50.1*
54. What is the fourth oldest child in your family?						
A girl.	754	49.9	173	48.6	391	52.4
A boy.	756	50.1	183	51.4	355	47.6
	1510	100.0	356	100.0	746	100.0
Does not apply; No Response	3811*	71.6*	842*	70.3*	1890*	71.7*
55. What is the fifth oldest child in your family?						
A girl.	286	48.6	56	50.9	158	52.1
A boy.	303	51.4	54	49.1	145	47.9
	589	100.0	110	100.0	303	100.0
Does not apply; No Response	4732*	88.9*	1088*	90.8*	2333*	88.5*

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* These are respondents for whom the question was not appropriate or who failed to respond to the item. The frequencies and percents are based on the total sample from each type of school.

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
56. If you asked how the oldest child in my family compares with me in intelligence, I must say that						
He is more intelligent than I am.	1117	46.5	259	37.6	543	48.1
We are the same in intelligence.	498	20.7	218	31.6	244	21.6
I am more intelligent than he is.	340	14.1	124	18.0	201	17.8
I don't know.	448	18.6	88	12.8	142	12.6
	2403	99.9	689	100.0	1130	100.1
Does not apply; No Response	2918*	54.8*	509*	42.5*	1506*	57.1*
57. If you asked how the second oldest child in my family compares with me in intelligence, I must say that						
He is more intelligent than I am.	576	21.3	147	22.5	302	22.5
We are the same in intelligence.	592	21.9	210	32.2	276	20.6
I am more intelligent than he is.	1061	39.3	205	31.4	626	46.7
I don't know.	470	17.4	90	13.8	136	10.1
	2699	99.9	652	99.9	1340	99.9
Does not apply; No Response	2622*	49.3*	546*	45.6*	1296*	49.2*
58. If you asked how the third oldest child in my famil compares with me in intelligence, I must say that						
He is more intelligent than I am.	272	12.8	95	17.5	117	11.3
We are the same in intelligence.	335	15.7	113	20.8	166	16.0
I am more intelligent than he is.	1149	54.1	234	43.1	604	58.3
I don't know.	368	17.3	101	18.6	149	14.4
	2124	99.9	543	100.0	1036	100.0
Does not apply; No Response	3197*	60.1*	655*	54.7*	1600*	60.7*

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Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
59. If you asked how the fourth oldest child in my family compares with me in intelligence, I must say that						
He is more intelligent than I am.	92	7.2	32	10.2	43	6.7
We are the same in intelligence.	163	12.7	63	20.1	86	13.3
I am more intelligent than he is.	783	61.2	136	43.5	386	59.8
I don't know.	241	18.8	82	26.2	131	20.3
	1279	99.9	313	100.0	646	100.1
Does not apply; No Response	4042*	76.0*	885*	73.9*	1990*	75.5*
60. If you asked how the fifth oldest child in my family compares with me in intelligence, I must say that						
He is more intelligent than I am.	27	4.9	8	7.3	17	5.9
We are the same in intelligence.	58	10.4	21	19.1	31	10.8
I am more intelligent than he is.	350	62.9	51	46.4	164	56.9
I don't know.	121	21.8	30	27.3	76	26.4
	556	100.0	110	100.1	288	100.0
Does not apply; No Response	4765*	89.6*	1088*	90.8*	2348*	89.1*
61. Which of the following best expresses your opinion about the accuracy of intelligence tests?						
Tests are very accurate.	538	10.1	29	2.4	164	6.2
Tests are somewhat accurate.	2934	55.3	615	51.4	1578	60.1
Tests are somewhat inaccurate.	797	15.0	316	26.4	501	19.1
Tests are very inaccurate.	185	3.5	118	9.9	120	4.6
I have no opinion about this.	850	16.0	118	9.9	261	9.9
	5304	99.9	1196	100.0	2624	99.9
No Response	17	.3	2	.2	12	.5

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* These are respondents for whom the question was not appropriate or who failed to respond to the item. The frequencies and percents are based on the total sample from each type of school.

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
62. Which of the following best describes your belief about whether an individual's intelligence changes?						
Intelligence is more or less fixed at birth and does not change with age.	339	6.4	160	13.5	256	9.8
Intelligence continues to increase as long as one lives.	4095	77.1	793	66.7	1973	75.2
Intelligence increases only through young adulthood.	191	3.6	100	8.4	114	4.3
Intelligence increases only through adolescence.	73	1.4	26	2.2	41	1.6
Intelligence increases only through childhood.	34	.6	9	.8	26	1.0
I have no opinion.	577	10.9	101	8.5	214	8.2
	5309	100.0	1189	100.1	2624	100.1
No Response	12	.2	9	.8	12	.5
Do you believe it is possible to raise one's intelligence-test score significantly by . . .						
63. Studying?						
Yes	4133	77.9	800	66.9	1849	70.3
No	1175	22.1	395	33.1	782	29.7
	5308	100.0	1195	100.0	2631	100.0
No Response	13	.2	3	.3	5	.2
64. Getting a balanced diet?						
Yes	2731	51.4	443	37.1	1148	43.6
No	2581	48.6	751	62.9	1485	56.4
	5312	100.0	1194	100.0	2633	100.0
No Response	9	.2	4	.3	3	.1
65. Getting proper sleep?						
Yes	4463	84.0	864	72.4	2171	82.5
No	848	16.0	330	27.6	460	17.5
	5311	100.0	1194	100.0	2631	100.0
No Response	10	.2	4	.3	5	.2
66. Associating with more intellectual friends?						
Yes	3002	56.5	672	56.3	1383	52.6
No	2308	43.5	522	43.7	1247	47.4
	5310	100.0	1194	100.0	2630	100.0
No Response	11	.2	4	.3	6	.2

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
67. Watching television?						
Yes	2115	39.9	239	20.0	862	32.8
No	3190	60.1	954	80.0	1768	67.2
	5305	100.0	1193	100.0	2630	100.0
No Response	16	.3	5	.4	6	.2
68. Given the best conditions of diet, education, intellectual stimulation, etc., it is possible for an average person to raise his intelligence-test score at the most by						
almost nothing.	258	4.9	73	6.1	143	5.4
about ten per cent.	1122	21.1	238	20.0	616	23.4
about twenty per cent.	775	14.6	190	16.0	353	13.4
twenty-five to fifty per cent.	491	9.3	98	8.2	232	8.8
more than fifty per cent.	208	3.9	39	3.3	75	2.9
a per cent I do not know.	2452	46.2	553	46.4	1210	46.0
	5306	100.0	1191	100.0	2629	99.9
No Response	15	.3	7	.6	7	.3
69. How sure are you of your answer to this last question?						
Very sure.	699	13.2	172	14.5	330	12.6
More sure than unsure.	1780	33.7	354	29.8	857	32.8
More unsure than sure.	1565	29.6	317	26.7	818	31.3
Very unsure.	1237	23.4	344	29.0	609	23.3
	5281	99.9	1187	100.0	2614	100.0
No Response	40	.8	11	.9	22	.8
70. Do you and your close friends agree on how intelligent your classmates are?						
We almost always agree.	1119	21.0	282	23.6	597	22.7
We usually agree.	1762	33.1	501	41.9	963	36.6
We sometimes agree, sometimes disagree.	1015	19.1	248	20.7	440	16.7
We usually disagree.	27	.5	14	1.2	15	.6
We never discuss it.	1033	19.4	112	9.4	487	18.5
I do not know.	361	6.8	39	3.3	130	4.9
	5317	99.9	1196	100.1	2632	100.0
No Response	4	.1	2	.2	4	.2

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
71. Do you think that your school marks accurately reflect your real intelligence?						
No, my school marks are much lower than my real intelligence.	1215	22.9	258	21.6	560	21.3
No, my school marks are slightly lower.	1796	33.8	483	40.5	1117	42.5
Yes, my school marks accurately reflect my real intelligence.	842	15.9	169	14.2	441	16.8
No, my school marks are slightly higher.	184	3.5	49	4.1	85	3.2
No, my school marks are much higher.	25	.5	9	.8	13	.5
I don't know whether my school marks accurately reflect my real intelligence.	1246	23.5	225	18.9	411	15.6
	5308	100.1	1193	100.1	2627	99.9
No Response	13	.2	5	.4	9	.3
72. Do you think that your father's estimate of your intelligence is accurate?						
No, my father's estimate of my intelligence is much lower than my real intelligence.	451	8.5	13	1.1	134	5.1
No, my father's estimate is slightly lower.	528	10.0	40	3.4	227	8.7
Yes, my father's estimate accurately reflects my real intelligence.	1612	30.5	641	53.8	1061	40.5
No, my father's estimate is slightly higher.	505	9.5	178	14.9	371	14.2
No, my father's estimate is much higher.	121	2.3	33	2.8	87	3.3
I don't know what he thinks.	2073	39.2	287	24.1	737	28.2
	5290	100.0	1192	100.1	2617	100.0
No Response	31	.6	6	.5	19	.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
73. Do you think that your mother's estimate of your intelligence is accurate?						
No, my mother's estimate of my intelligence is much lower than my real intelligence.	262	4.9	16	1.3	93	3.5
No, my mother's real estimate is slightly lower.	508	9.6	69	5.8	219	8.3
Yes, my mother's estimate accurately reflects my real intelligence.	2106	39.7	635	53.1	1205	45.9
No, my mother's estimate is slightly higher.	697	13.2	217	18.2	487	18.6
No, my mother's estimate is much higher.	156	2.9	46	3.8	124	4.7
I don't know what she thinks.	1571	29.6	212	17.7	496	18.9
	5300	99.9	1195	99.9	2624	99.9
No Response	21	.4	3	.3	12	.5
74. Do you think that your friends' estimates of your intelligence are accurate?						
No, my friends' estimates of my intelligence are much lower than my real intelligence.	325	6.1	53	4.4	174	6.6
No, my friends' estimates are slightly lower.	610	11.5	178	14.9	403	15.3
Yes, my friends' estimates accurately reflect my real intelligence.	1614	30.4	365	30.6	903	34.3
No, my friends' estimates are slightly higher	507	9.6	182	15.2	315	12.0
No, my friends' estimates are much higher.	83	1.6	23	1.9	35	1.3
I don't know what they think.	2164	40.8	393	32.9	799	30.4
	5303	100.0	1194	99.9	2629	99.9
No Response	18	.3	4	.3	7	.3

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
75. Do you think that your teachers' estimates of your intelligence are accurate?						
No, my teachers' estimates of my intelligence are much lower than my real intelligence.	244	4.6	28	2.4	81	3.1
No, my teachers' estimates are slightly lower.	704	13.3	171	14.4	369	14.1
Yes, my teachers' estimates accurately reflect my real intelligence.	1918	36.2	590	49.6	1198	45.6
No, my teachers' estimates are slightly higher.	415	7.8	75	6.3	245	9.3
No, my teachers' estimates are much higher.	87	1.6	10	.8	31	1.2
I don't know what they think.	1935	36.5	316	26.6	702	26.7
	5303	100.0	1190	100.1	2626	100.0
No Response	18	.3	8	.7	10	.4
76. Do you think that your guidance counselor's estimate of your intelligence is accurate?						
No, my guidance counselor's estimate of my intelligence is much lower than my real intelligence.	150	2.8	19	1.6	33	1.3
No, my guidance counselor's estimate is slightly lower.	287	5.4	121	10.2	107	4.1
Yes, my guidance counselor's estimate accurately reflects my real intelligence.	1539	29.1	477	40.0	664	25.4
No, my guidance counselor's estimate is slightly higher.	210	4.0	63	5.3	73	2.8
No, my guidance counselor's estimate is much higher.	69	1.3	7	.6	25	1.0
I don't know what he thinks or I have no guidance counselor.	3037	57.4	505	42.4	1713	65.5
	5292	100.0	1192	100.1	2615	100.1
No Response	29	.5	6	.5	21	.8

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
77. I'm really quite different from what other people think.						
Very true	723	13.7	84	7.0	297	11.3
True	2120	40.0	493	41.4	1034	39.5
False	2263	42.7	579	48.6	1179	45.0
Very false	189	3.6	36	3.0	111	4.2
	5295	100.0	1192	100.0	2621	100.0
No Response	26	.5	6	.5	15	.6
78. Every human problem can be solved and every desire satisfied if destiny so wills.						
Very true	896	16.9	82	6.9	338	12.9
True	2214	41.9	249	21.0	911	34.8
False	1623	30.7	516	43.4	899	34.3
Very false	554	10.5	341	28.7	471	18.0
	5287	100.0	1188	100.0	2619	100.0
No Response	34	.6	10	.8	17	.6
79. I feel that nothing, or almost nothing, can change the opinion I currently hold about myself.						
Very true	619	11.8	64	5.4	253	9.8
True	1651	31.4	179	15.2	757	29.4
False	2496	47.5	668	56.6	1295	50.2
Very false	489	9.3	270	22.9	273	10.6
	5255	100.0	1181	100.1	2578	100.0
No Response	66	1.2	17	1.4	58	2.2
80. I'm generally the same regardless of the situation I'm in.						
Very true	278	5.3	36	3.0	171	6.5
True	1820	34.4	290	24.2	893	34.0
False	2584	48.8	646	54.0	1231	46.9
Very false	613	11.6	224	18.7	332	12.6
	5295	100.1	1196	99.9	2627	100.0
No Response	26	.5	2	.2	9	.3
81. What I would like to be is different from what I am.						
Very true	768	14.5	127	10.7	316	12.0
True	1982	37.4	404	33.9	1018	38.8
False	2052	38.8	487	40.9	1026	39.1
Very false	492	9.3	174	14.6	264	10.1
	5294	100.0	1192	100.1	2624	100.0
No Response	27	.5	6	.5	12	.5

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
82. Most people I know think highly of me.						
Very true	457	8.7	88	7.5	270	10.4
True	3756	71.6	807	69.2	1996	76.7
False	950	18.1	249	21.3	308	11.8
Very false	85	1.6	23	2.0	29	1.1
	5248	100.0	1167	100.0	2603	100.0
No Response	73	1.4	31	2.6	33	1.3
83. Nothing in my life is worth the sacrifice of moving away from my parents.						
Very true	1140	21.6	118	10.0	453	17.3
True	1180	22.4	172	14.6	548	21.0
False	2336	44.3	664	56.2	1262	48.3
Very false	613	11.6	228	19.3	351	13.4
	5269	99.9	1182	100.1	2614	100.0
No Response	52	1.0	16	1.3	22	.8
84. I take a positive attitude toward myself.						
Very true	389	7.4	108	9.2	172	6.6
True	3218	61.3	668	56.7	1586	60.8
False	1508	28.7	358	30.4	782	30.0
Very false	132	2.5	44	3.7	70	2.7
	5247	99.9	1178	100.0	2610	100.1
No Response	74	1.4	20	1.7	26	1.0
85. I don't give much thought to the kind of person I am; I just take life as it comes.						
Very true	259	4.9	44	3.7	91	3.5
True	1101	20.8	164	13.8	461	17.6
False	2749	51.9	591	49.7	1394	53.1
Very false	1189	22.4	391	32.9	680	25.9
	5298	100.0	1190	100.1	2626	100.1
No Response	23	.4	8	.7	10	.4
86. My ambitions are realistic.						
Very true	1155	21.9	218	18.4	641	24.5
True	3464	65.6	783	66.0	1728	66.0
False	592	11.2	160	13.5	219	8.4
Very false	67	1.3	25	2.1	29	1.1
	5278	100.0	1186	100.0	2617	100.0
No Response	43	.8	12	1.0	19	.7

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
87. I find that the important people in my life often expect contradictory things of me.						
Very true	440	8.4	81	6.9	232	8.9
True	2038	38.8	322	27.3	816	31.3
False	2514	47.9	679	57.6	1365	52.3
Very false	257	4.9	96	8.1	196	7.5
	5249	100.0	1178	99.9	2609	100.0
No Response	72	1.4	20	1.7	27	1.0
88. Some of my friends think that my ideas are impractical, if not a bit wild.						
Very true	352	6.7	79	6.7	150	5.7
True	1575	29.8	354	29.9	716	27.3
False	2883	54.5	629	53.2	1440	54.9
Very false	480	9.1	121	10.2	316	12.1
	5290	100.1	1183	100.0	2622	100.0
No Response	31	.6	15	1.3	14	.5
89. I kick myself for the things I do.						
Very true	400	7.6	112	9.4	211	8.1
True	1666	31.5	440	37.0	939	35.8
False	2645	50.0	542	45.6	1217	46.5
Very false	579	10.9	94	7.9	253	9.7
	5290	100.0	1188	99.9	2620	100.1
No Response	31	.6	10	.8	16	.6
90. I am disorganized.						
Very true	233	4.4	107	9.0	119	4.6
True	1246	23.6	350	29.5	643	24.6
False	3227	61.1	567	47.8	1531	58.6
Very false	573	10.9	163	13.7	321	12.3
	5279	100.0	1187	100.0	2614	100.1
No Response	42	.8	11	.9	22	.8
91. I spend a great deal of time thinking about what kind of a person I am.						
Very true	579	10.9	161	13.5	259	9.9
True	2189	41.3	493	41.4	1069	40.9
False	2209	41.6	474	39.8	1163	44.5
Very false	328	6.2	64	5.4	123	4.7
	5305	100.0	1192	100.1	2614	100.0
No Response	16	.3	6	.5	22	.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
92. My opinion of myself tends to change a great deal.						
Very true	312	5.9	69	5.8	101	3.9
True	2255	42.7	411	34.6	862	32.9
False	2492	47.2	639	53.7	1514	57.7
Very false	226	4.3	70	5.9	146	5.6
	5285	100.1	1189	100.0	2623	100.1
No Response	36	.7	9	.8	13	.5
93. If I could be what I'd most like to be, it wouldn't be very different from what I am now.						
Very true	547	10.3	91	7.7	219	8.4
True	2086	39.5	512	43.1	1014	38.7
False	2015	38.1	449	37.8	1057	40.3
Very false	639	12.1	136	11.4	332	12.7
	5287	100.0	1188	100.0	2622	100.1
No Response	34	.6	10	.8	14	.5
94. Usually my mistakes don't bother me for very long.						
Very true	282	5.3	64	5.4	123	4.7
True	2331	44.0	531	44.7	1303	49.6
False	2133	40.2	490	41.2	934	35.6
Very false	556	10.5	103	8.7	265	10.1
	5302	100.0	1188	100.0	2625	100.0
No Response	19	.4	10	.8	11	.4
95. I seldom, if ever, lose my temper.						
Very true	347	6.6	109	9.2	145	5.5
True	1693	32.0	462	38.8	809	30.8
False	2386	45.1	488	41.0	1220	46.5
Very false	870	16.4	132	11.1	451	17.2
	5296	100.1	1191	100.1	2625	100.0
No Response	25	.5	7	.6	11	.4
96. The highest wisdom is continual cheerfulness.						
Very true	842	15.9	158	13.4	484	18.5
True	2781	52.6	391	33.2	1270	48.5
False	1489	28.2	502	42.7	776	29.7
Very false	174	3.3	126	10.7	86	3.3
	5286	100.0	1177	100.0	2616	100.0
No Response	35	.7	21	1.8	20	.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
97. Nice as it may be to have faith in the majority of your fellow men, it does not pay off.						
Very true	313	5.9	108	9.1	131	5.0
True	1302	24.6	380	32.1	565	21.5
False	2845	53.8	553	46.7	1351	51.5
Very false	833	15.7	144	12.2	576	22.0
	5293	100.0	1185	100.1	2623	100.0
No Response	28	.5	13	1.1	13	.5
98. I act differently in the presence of other people.						
Very true	521	9.8	93	7.8	197	7.5
True	2714	51.2	600	50.6	1243	47.4
False	1904	35.9	449	37.9	1059	40.4
Very false	165	3.1	44	3.7	125	4.8
	5304	100.0	1186	100.0	2624	100.1
No Response	17	.3	12	1.0	12	.5
99. At times I think I'm no good at all.						
Very true	662	12.5	167	14.0	300	11.4
True	2602	49.0	587	49.4	1267	48.3
False	1719	32.4	363	30.5	905	34.5
Very false	326	6.1	72	6.1	152	5.8
	5309	100.0	1189	100.0	2624	100.0
No Response	12	.2	9	.8	12	.5
100. I often feel confused as to what is expected of me.						
Very true	775	14.6	126	10.6	391	14.9
True	3068	57.9	538	45.3	1378	52.5
False	1340	25.3	467	39.3	786	30.0
Very false	120	2.3	57	4.8	69	2.6
	5303	100.1	1188	100.0	2624	100.0
No Response	18	.3	10	.8	12	.5
101. I feel that I have a number of good qualities.						
Very true	590	11.1	193	16.2	285	10.9
True	4239	80.0	930	78.3	2142	81.8
False	430	8.1	63	5.3	183	7.0
Very false	38	.7	2	.2	10	.4
	5297	99.9	1188	100.0	2620	100.1
No Response	24	.5	10	.8	16	.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
102. Instead of team games, I prefer games in which one individual competes against another.						
Very true	304	5.8	102	8.7	141	5.4
True	1055	20.0	307	26.1	455	17.4
False	3209	60.7	643	54.7	1581	60.3
Very false	718	13.6	124	10.5	443	16.9
	5286	100.1	1176	100.0	2620	100.0
No Response	35	.7	22	1.8	16	.6
103. When I get right down to it, being a success in life is really up to me alone.						
Very true	2253	42.5	548	45.9	1169	44.5
True	2519	47.6	511	42.8	1180	44.9
False	458	8.6	117	9.8	240	9.1
Very false	67	1.3	19	1.6	38	1.4
	5297	100.0	1195	100.1	2627	99.9
No Response	24	.5	3	.3	9	.3
104. Things are all mixed up in my life.						
Very true	380	7.2	63	5.3	173	6.6
True	1107	20.9	197	16.6	519	19.8
False	3130	59.1	683	57.4	1542	58.8
Very false	678	12.8	247	20.8	389	14.8
	5295	100.0	1190	100.1	2623	100.0
No Response	26	.5	8	.7	13	.5
105. I seldom have any doubts about my abilities; I know my strengths and I know my weaknesses.						
Very true	671	12.7	129	10.9	294	11.2
True	2786	52.6	569	47.9	1361	51.9
False	1663	31.4	433	36.5	856	32.6
Very false	180	3.4	56	4.7	113	4.3
	5300	100.1	1187	100.0	2624	100.0
No Response	21	.4	11	.9	12	.5
106. Fate determines what happens to me.						
Very true	211	4.0	24	2.0	54	2.1
True	1214	23.0	109	9.2	343	13.1
False	2865	54.3	560	47.3	1432	54.8
Very false	989	18.7	491	41.5	785	30.0
	5279	100.0	1184	100.0	2614	100.0
No Response	42	.8	14	1.2	22	.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
107. Even as a child I was quite calm.						
Very true	255	4.8	69	5.8	112	4.3
True	2201	41.7	399	33.8	1008	38.7
False	2399	45.5	569	48.1	1243	47.7
Very false	419	7.9	145	12.3	243	9.3
	5274	99.9	1182	100.0	2606	100.0
No Response	47	.9	16	1.3	30	1.1
108. I am not the person I pretend to be.						
Very true	172	3.3	32	2.7	79	3.0
True	939	17.8	196	16.6	444	17.0
False	3425	65.0	735	62.3	1687	64.6
Very false	733	13.9	216	18.3	401	15.4
	5269	100.0	1179	99.9	2611	100.0
No Response	52	1.0	19	1.6	25	.9
109. By and large, the good things in me outweigh the bad.						
Very true	609	11.6	140	12.0	293	11.3
True	3915	74.5	898	76.9	2017	77.7
False	652	12.4	118	10.1	263	10.1
Very false	79	1.5	12	1.0	22	.8
	5255	100.0	1168	100.0	2595	99.9
No Response	66	1.2	30	2.5	41	1.6
110. I feel that I am a person of worth, at least on an equal plane with others.						
Very true	781	14.8	230	19.3	397	15.1
True	4123	78.0	904	76.0	2086	79.6
False	334	6.3	51	4.3	131	5.0
Very false	45	.9	5	.4	8	.3
	5283	100.0	1190	100.0	2622	100.0
No Response	38	.7	8	.7	14	.5
111. I have noticed that my ideas about myself seem to change very quickly.						
Very true	330	6.2	54	4.6	137	5.2
True	1680	31.8	245	20.7	665	25.4
False	2902	54.9	747	63.3	1594	60.9
Very false	374	7.1	135	11.4	223	8.5
	5286	100.0	1181	100.0	2619	100.0
No Response	35	.7	17	1.4	17	.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
112. In many high schools some students are grouped into special classes. Which basis would you say your school uses most in deciding to place a student in a special class?						
My school does not group any students in special classes.	1464	27.6	105	8.8	434	16.5
The student's intelligence.	1010	19.0	340	28.6	819	31.2
The student's creativity.	36	.7	13	1.1	11	.4
The student's achievement-test scores.	185	3.5	43	3.6	320	12.2
The student's past school marks.	645	12.2	333	28.0	348	13.3
How interested the student is in his work.	122	2.3	32	2.7	41	1.6
How hard the student tries in his work.	152	2.9	33	2.8	55	2.1
Teachers' recommendations.	106	2.0	80	6.7	42	1.6
Father's occupation.	44	.8	0	.0	3	.1
Student's plans for the future.	370	7.0	4	.3	116	4.4
None of these.	162	3.1	41	3.4	33	1.3
I do not know.	1012	19.1	165	13.9	403	15.4
	5308	100.2	1189	99.9	2625	100.1
No Response	13	.2	9	.8	11	.4
113. Which basis given above do you feel the school should use the most for this purpose?						
My school does not group any students in special classes.	416	7.9	35	3.0	96	3.7
The student's intelligence.	1405	26.6	390	33.0	901	34.3
The student's creativity.	145	2.7	59	5.0	61	2.3
The student's achievement-test scores.	134	2.5	27	2.3	106	4.0
The student's past school marks.	359	6.8	150	12.7	219	8.3
How interested the student is in his work.	576	10.9	176	14.9	303	11.5
How hard the student tries in his work.	636	12.0	102	8.6	346	13.2
Teachers recommendations.	94	1.8	81	6.8	46	1.8
Father's occupation.	10	.2	0	.0	6	.2
Student's plans for the future.	649	12.3	22	1.9	282	10.7
None of these.	191	3.6	50	4.2	68	2.6
I do not know.	671	12.7	91	7.7	190	7.2
	5286	100.0	1183	100.1	2624	99.8
No Response	35	.7	15	1.3	12	.5

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
114. Many schools have more than one course of study: for example, commercial, academic (college preparatory), or general. In your high school there may be different reasons why students are in one or another course of study. Which reason do you feel was most important in determining your own course of study?						
My school does not have different courses of study.	242	4.6	579	48.8	380	14.5
My intelligence-test scores.	142	2.7	19	1.6	224	8.5
My creativity.	67	1.3	17	1.4	23	.9
My achievement-test scores.	102	1.9	12	1.0	128	4.9
My past school marks.	380	7.2	54	4.6	180	6.9
How interested I am in my work.	944	17.9	158	13.3	300	11.5
How hard I try in my work.	245	4.6	24	2.0	98	3.7
My teachers' recommendations.	76	1.4	12	1.0	27	1.0
My father's occupation.	20	.4	4	.3	2	.1
My plans for the future.	2288	43.3	197	16.6	1026	39.2
None of these.	149	2.8	27	2.3	65	2.5
I do not know.	630	11.9	83	7.0	167	6.4
	5285	100.0	1186	99.9	2620	100.1
No Response	36	.7	12	1.0	16	.6
115. Which source of information has been most important to you in deciding how much intelligence you really have?						
An intelligence-test score.	770	14.6	91	7.7	426	16.2
College-entrance exam scores.	119	2.3	77	6.5	145	5.5
The marks I have received in school.	1605	30.4	249	21.0	830	31.6
Being placed in a special class or group in school.	178	3.4	48	4.0	110	4.2
What my teachers have said to me.	372	7.0	83	7.0	244	9.3
What my guidance counselor has said to me.	272	5.1	50	4.2	69	2.6
What my school principal has said to me.	39	.7	17	1.4	22	.8
What my parents have said to me.	251	4.7	99	8.3	118	4.5
What my brothers or sisters have said to me.	28	.5	9	.8	6	.2
What my friends have said to me.	72	1.4	18	1.5	18	.7
What someone else has said to me.	47	.9	9	.8	28	1.1
My ability to hold my own in discussions.	367	6.9	117	9.8	146	5.6
None of these.	395	7.5	194	16.3	191	7.3
I don't know.	771	14.6	127	10.7	270	10.3
	5286	100.0	1188	100.0	2623	99.9
No Response	35	.7	10	.8	13	.5

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
116. Which source of information given above has been second most important in deciding how much intelligence you really have?						
An intelligence-test score.	777	14.7	102	8.6	481	18.3
College-entrance exam. scores.	172	3.3	85	7.2	141	5.4
The marks I have received in school.	983	18.6	200	16.8	505	19.3
Being placed in a special class or group in school.	221	4.2	66	5.6	191	7.3
What my teachers have said to me.	561	10.6	135	11.4	382	14.6
What my guidance counselor has said to me.	306	5.8	47	4.0	74	2.8
What my school principal has said to me.	62	1.2	30	2.5	29	1.1
What my parents have said to me.	478	9.0	139	11.7	224	8.5
What my brothers or sisters have said to me.	57	1.1	10	.8	14	.5
What my friends have said to me.	139	2.6	38	3.2	40	1.5
What someone else has said to me.	89	1.7	32	2.7	47	1.8
My ability to hold my own in discussions.	308	5.8	73	6.1	109	4.2
None of these.	244	4.6	75	6.3	79	3.0
I don't know.	892	16.9	156	13.1	306	11.7
	5289	100.1	1188	100.0	2622	100.0
No Response	32	.6	10	.8	14	.5
117. Has receiving information about your intelligence during the past three years as a result of taking standardized tests in school (for example, intelligence tests or college-entrance exams) changed your ideas about how intelligent you really are?						
Yes, it lowered my estimate greatly.	81	1.5	27	2.3	57	2.2
Yes, it lowered my estimate slightly.	265	5.0	109	9.2	208	7.9
No, it was different from what I had expected, but had no effect on my own estimate.	586	11.1	201	16.9	333	12.7
No, it agreed with my own estimate.	832	15.7	270	22.7	579	22.1
Yes, it raised my estimate slightly.	841	15.9	146	12.3	444	16.9
Yes, it raised my estimate of my intelligence greatly.	416	7.9	52	4.4	184	7.0
I have not received any information like this.	1131	21.4	213	17.9	418	15.9
I don't know whether it had any effect.	1134	21.5	173	14.5	398	15.2
	5286	100.0	1191	100.2	2621	99.9
No Response	35	.7	7	.6	15	.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
118. Have the school marks that you have received during the past three years changed your idea about how intelligent you really are?						
Yes, they lowered my estimate greatly.	92	1.7	29	2.4	61	2.3
Yes, they lowered my estimate slightly.	420	7.9	135	11.4	299	11.4
No, they were different from what I had expected but had no effect on my own estimate.	586	11.1	144	12.1	336	12.9
No, they have not changed my estimate.	2010	38.0	543	45.7	1073	41.0
Yes, they raised my estimate slightly.	1030	19.5	192	16.2	466	17.8
Yes, they raised my estimate of my intelligence greatly.	423	8.0	45	3.8	147	5.6
I don't know whether they had any effect.	732	13.8	99	8.3	232	8.9
	5293	100.0	1187	99.9	2614	99.9
No Response	28	.5	11	.9	22	.8
119. Which statement best describes the change in your estimate of your own intelligence?						
I raised my estimate greatly.	284	9.9	44	8.3	88	7.1
I raised my estimate slightly.	1778	61.9	309	58.0	719	58.1
I lowered my estimate slightly.	632	22.0	144	27.0	331	26.8
I lowered my estimate greatly.	177	6.2	36	6.8	99	8.0
	2871	100.0	533	100.1	1237	100.0
No Response	2450*	46.0*	665*	55.5*	1399*	53.1*

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* Respondents who did not change the estimate of their intelligence for some reason other than knowing their test scores or marks were asked to skip this question.

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
120. Which one of the following is the reason for the change?						
What my teacher has said to me.	269	10.2	21	4.8	140	12.4
What my school principal has said to me.	100	3.8	22	5.1	54	4.8
What my school guidance counselor has said to me.	258	9.8	31	7.1	56	5.0
Receiving or not receiving an award or scholarship.	126	4.8	42	9.7	68	6.0
What my parents have said to me.	405	15.4	39	9.0	143	12.7
Being admitted or rejected by a particular college.	60	2.3	20	4.6	27	2.4
What my friends have said to me.	72	2.7	12	2.8	17	1.5
Being placed in a special class or group in school.	147	5.6	32	7.4	86	7.6
What someone else has said to me.	58	2.2	10	2.3	20	1.8
What my brothers or sisters have said to me.	27	1.0	5	1.1	10	.9
None of the above.	1115	42.3	201	46.2	507	44.9
	2637	100.1	435	100.1	1128	100.0
No Response	2684*	50.4*	763*	63.7*	1508*	57.2*
121. Do you think your scores on intelligence tests have stayed about the same for several years?						
No, they have tended to go down a lot.	57	1.1	7	.6	9	.3
No, they have tended to go down a little.	199	3.8	36	3.1	98	3.8
Yes, they have tended to stay the same.	1307	25.1	266	22.8	764	29.6
No, they have tended to rise a little.	1048	20.1	225	19.3	574	22.2
No, they have tended to rise a lot.	361	6.9	66	5.7	151	5.9
I don't know my intelligence-test scores.	1991	38.2	532	45.6	927	35.9
I have never taken any intelligence tests.	253	4.9	34	2.9	58	2.2
	5216	100.1	1166	100.0	2581	99.9
No Response	105	2.0	32	2.7	55	2.1

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* Respondents who did not change the estimate of their intelligence for some reason other than knowing their test scores or marks were asked to skip this question.

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
122. Do you think intelligence tests measure the intelligence a person is born with, or what he has learned?						
They measure only inborn intelligence.	91	1.7	24	2.0	60	2.3
They measure mostly inborn intelligence, but learning makes some difference.	574	10.9	276	23.1	414	15.8
They measure inborn intelligence and learning about equally.	840	15.9	274	22.9	513	19.6
They measure mostly learned knowledge, but inborn intelligence makes some difference.	2030	38.4	371	31.1	924	35.3
They measure only learned knowledge.	633	12.0	55	4.6	244	9.3
I have never thought about it and do not know.	419	7.9	53	4.4	177	6.8
I have thought about this but have formed no opinion.	520	9.8	77	6.4	207	7.9
They don't measure intelligence at all.	181	3.4	64	5.4	80	3.1
	5288	100.0	1194	99.9	2619	100.1
No Response	33	.6	4	.3	17	.6
123. Do you think that college-entrance examinations measure the intelligence a person is born with, or what he has learned?						
They measure only inborn intelligence.	46	.9	5	.4	1	.4
They measure mostly inborn intelligence, but learning makes some difference.	163	3.1	62	5.2	96	3.7
They measure inborn intelligence and learning about equally.	532	10.1	176	14.9	345	13.2
They measure mostly learned knowledge, but inborn intelligence makes some difference.	2284	43.2	582	49.1	1240	47.5
They measure only learned knowledge.	1091	20.6	152	12.8	495	19.0
I have never thought about it and do not know.	638	12.1	85	7.2	217	8.3
I have thought about this but have formed no opinion.	424	8.0	73	6.2	145	5.6
They don't measure intelligence at all.	109	2.1	50	4.2	60	2.3
	5287	100.1	1185	100.0	2609	100.0
No Response	34	.6	13	1.1	27	1.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%

124. In evaluating the intelligence of other people your age, which one of the following bases has been most important to you in deciding how Intelligent they are?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Their intelligence-test scores.	266	5.0	15	1.3	127	4.9
Their college-entrance-exam scores.	82	1.6	56	4.7	88	3.4
The marks they have received in school.	1908	36.2	262	22.1	911	34.8
The fact that they have been placed in a special class or group in school.	161	3.1	27	2.3	162	6.2
What my teachers have said about them.	92	1.7	11	.9	29	1.1
What my friends have said about them.	69	1.3	12	1.0	12	.5
The ideas they have.	790	15.0	424	35.7	514	19.7
Their personalities.	571	10.8	152	12.8	237	9.1
How well they speak, and the words they use.	420	8.0	106	8.9	221	8.5
I don't think about how intelligent they are.	548	10.4	40	3.4	174	6.7
None of these has been important in deciding how much intelligence they have.	366	6.9	83	7.0	140	5.4
	5273	100.0	1188	100.1	2615	100.3
No Response	48	.9	10	.8	21	.8

125. Which one of the bases given above has been second most important to you in judging how intelligent your friends are?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Their intelligence-test scores.	323	6.1	17	1.4	206	7.9
Their college-entrance-exam scores.	143	2.7	86	7.3	128	4.9
The marks they have received in school.	917	17.5	224	18.9	514	19.7
The fact that they have been placed in a special class or group in school.	288	5.5	89	7.5	216	8.3
What my teachers have said about them.	238	4.5	30	2.5	84	3.2
What my friends have said about them.	217	4.1	59	5.0	79	3.0
The ideas they have.	889	16.9	196	16.5	420	16.1
Their personalities.	805	15.3	179	15.1	306	11.7
How well they speak, and the words they use.	700	13.3	208	17.6	394	15.1
I don't think about how intelligent they are.	381	7.3	37	3.1	134	5.1
None of these has been important in deciding how much intelligence they have.	354	6.7	60	5.1	129	4.9
	5255	99.9	1185	100.0	2610	99.9
No Response	66	1.2	13	1.1	26	1.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
126. How would you say you compare in intelligence with other high-school students in the United States?						
I am definitely below average in intelligence.	90	1.7	4	.3	38	1.4
I am slightly below average in intelligence.	341	6.4	19	1.6	128	4.9
I am just about average in intelligence.	1739	32.8	93	7.8	807	30.8
I am slightly above average in intelligence.	1062	20.0	262	21.9	615	23.4
I am definitely above average, but not among the highest in intelligence.	1096	20.7	585	49.0	650	24.8
I am among the highest in intelligence.	137	2.6	170	14.2	104	4.0
I have never thought about how I compare with other high-school students in intelligence.	323	6.1	27	2.3	109	4.2
I have thought about it, but I really don't know how I compare with others.	512	9.7	34	2.8	172	6.6
	5300	100.0	1194	99.9	2623	100.1
No Response	21	.4	4	.3	13	.5
127. Where do you think you stand in intelligence in relation to the students in your grade in your own high school?						
I am definitely below average in intelligence.	95	1.8	27	2.3	44	1.7
I am slightly below average in intelligence.	306	5.8	95	8.0	168	6.4
I am just about average in intelligence.	1743	32.9	282	23.7	830	31.7
I am slightly above average in intelligence.	1082	20.4	292	24.5	611	23.3
I am definitely above average, but not among the highest in intelligence.	1140	21.5	299	25.1	600	22.9
I am among the highest in intelligence.	463	8.7	157	13.2	225	8.6
I have never thought about how I compare with them or the basis of intelligence.	190	3.6	14	1.2	64	2.4
I have thought about it, but I don't know how I compare with them.	277	5.2	25	2.1	77	2.9
	5296	99.9	1191	100.1	2619	99.9
No Response	25	.5	7	.6	17	.6

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%

128. What was the average of your final grades for the past three school years? If your school uses numerical grades, please use the following equivalents:

For a grade of A:	90-100
For a grade of B:	80-89
For a grade of C:	70-79
For a grade of D:	60-69
For a grade below D:	59 or lower

	Public f	Public %	Private f	Private %	Parochial f	Parochial %
All A's or equivalent.	148	2.8	27	2.3	78	3.0
Mostly A's or equivalent.	415	7.9	82	6.9	170	6.5
Mostly A's and B's or equivalent.	1002	19.0	233	19.6	524	20.1
Mostly B's or equivalent.	828	15.7	257	21.7	553	21.2
Mostly B's and C's or equivalent.	1432	27.2	331	27.9	740	28.3
Mostly C's or equivalent.	809	15.3	190	16.0	410	15.7
Mostly C's and D's or equivalent.	541	10.3	63	5.3	129	4.9
Mostly D's or below or equivalent.	99	1.9	3	.3	7	.3
	5274	100.1	1186	100.0	2611	100.0
No Response	47	.9	12	1.0	25	.9

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
129. Which one of the following comes closest to describing the work of your father (or the male head of your household)?						
Mark only one answer. If he works on more than one job, mark the one on which he spends most of his time. If he is now out of work, or if he's retired, mark the one that he did last.						
Farm or ranch owner and/or manager.	481	9.2	29	2.5	76	2.9
Farm or ranch foreman.	35	.7	0	.0	13	.5
Farm or ranch worker.	145	2.8	1	.1	19	.7
Workman or laborer--such as factory or mine worker, fisherman, filling-station attendant, longshoreman, etc.	763	14.6	6	.5	203	7.8
Private household worker--such as a servent, butler, etc.	30	.6	2	.2	8	.3
Protective worker--such as policeman, detective, sheriff, fireman.	95	1.8	4	.3	87	3.4
Service worker--such as barber, beautician, waiter, etc.	98	1.9	2	.2	45	1.7
Semi-skilled worker--such as factory machine operator, bus or cab driver, meat cutter, etc.	541	10.4	2	.2	191	7.4
Skilled worker or foreman--such as a baker, carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.	1189	22.8	15	1.3	436	16.8
Clerical worker--such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.	151	2.9	9	.8	93	3.6
Salesman--such as real estate or insurance salesman, factory representative, etc.	215	4.1	68	5.8	202	7.8
Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.	325	6.2	129	10.9	365	14.1
Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.	129	2.5	273	23.1	129	5.0
Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.	356	6.8	124	10.5	227	8.8
Technical--such as draftsman, surveyor, medical or dental technician, etc.	115	2.2	32	2.7	89	3.4
Professional--such as actor, accountant, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.	364	7.0	475	40.2	359	13.8
I do not know what kind of work my father does.	177	3.4	10	.8	51	2.0
	5209	99.9	1181	100.1	2593	100.0
No Response	112	2.1	17	1.4	43	1.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
130. Which one of the following professional or technical occupations comes closest to describing your father's occupation?						
My father has an occupation other than professional or technical.	3824	78.1	551	49.2	1817	74.3
Accountant or auditor	40	.8	12	1.1	52	2.1
Actor, musician, entertainer	33	.7	7	.6	7	.3
Architect	29	.6	13	1.2	16	.7
Armed forces officer	78	1.6	10	.9	19	.8
Artist, designer, sculptor	22	.4	10	.9	8	.3
Biological scientist	26	.5	4	.4	12	.5
Chemist	34	.7	7	.6	17	.7
College administrator	22	.4	16	1.4	15	.6
Clergyman	78	1.6	31	2.8	20	.8
Dentist	13	.3	10	.9	14	.6
Draftsman	25	.5	4	.4	20	.8
Economist	10	.2	10	.9	1	.0
Editor or reporter	19	.4	19	1.7	6	.2
Elected or appointed officer--mayor, senator, judge, etc.	21	.4	11	1.0	14	.6
Engineer-aeronautical, civil, chemical, electrical, mechanical, etc.	176	3.6	76	6.8	112	4.6
Lawyer (not elected or appointed official)	29	.6	80	7.1	71	2.9
Librarian	0	.0	0	.0	2	.1
Mathematician	10	.2	6	.5	0	.0
Nurse	5	.1	1	.1	3	.1
Optometrist, osteopath, chiropractor, pharmacist	19	.4	8	.7	14	.6
Physician or surgeon	21	.4	109	9.7	54	2.2
Physicist	1	.0	1	.1	4	.2
Psychologist	3	.1	3	.3	1	.0
Sociologist	2	.0	3	.3	0	.0
Social or welfare worker	8	.2	2	.2	4	.2
Statistician	18	.4	0	.0	5	.2
Surveyor	10	.2	0	.0	1	.0
Teacher, elementary school	13	.3	2	.2	7	.3
Teacher, High School	36	.7	23	2.1	16	.7
Technician, medical or dental	7	.1	1	.1	5	.2
Veterinarian	8	.2	1	.1	1	.0
A technical occupation not listed above.	80	1.6	7	.6	43	1.8
A scientific occupation not listed above	6	.1	5	.4	2	.1
A professional occupation not listed above	171	3.5	78	7.0	62	2.5
	4897	99.9	1121	100.3	2445	100.0
No Response	424	8.0	77	6.4	191	7.2

131. Which one of the following comes closest to describing the work of your mother (or the female head of your household)?

Mark only one answer. If she does housework in addition to outside work, count only the outside work. If she works on more than one job, mark the most important one. If she usually works, but is now out of work, mark the one she did last.

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Housewife only; she has not worked for pay in the last three years.	2789	53.2	832	70.6	1385	53.5
Farm or ranch owner and/or manager.	27	.5	6	.5	6	.2
Farm or ranch worker.	48	.9	1	.1	5	.2
Worker or laborer--such as charwoman, laundry worker, etc.	224	4.3	5	.4	57	2.2
Private household worker--such as housekeeper, maid laundress, etc.	149	2.8	1	.1	48	1.9
Protective worker--such as policewoman, etc.	9	.2	1	.1	9	.3
Service worker--such as beautician, waitress, etc.	319	6.1	7	.6	105	4.1
Semi-skilled worker--such as factory machine operator, cab driver, etc.	295	5.6	1	.1	116	4.5
Skilled worker or forewoman--such as baker, inspector, etc.	65	1.2	2	.2	43	1.7
Clerical worker--such as bookkeeper, secretary, typist, sales clerk, store clerk, etc.	672	12.8	84	7.1	453	17.5
Sales--such as real estate, life insurance, etc.	78	1.5	17	1.4	37	1.4
Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.	73	1.4	17	1.4	34	1.3
Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.	29	.6	7	.6	14	.5
Proprietor or owner--such as owner of a small business, wholesaler, retailer, restaurant owner, etc.	85	1.6	16	1.4	37	1.4
Professional--such as actress, accountant, artist, dentist, physician, engineer, lawyer, librarian, scientist, etc.	245	4.7	160	13.6	174	6.7
Technical--such as draftsman, medical or dental technician, etc.	40	.8	8	.7	30	1.2
I do not know what kind of work my mother does.	93	1.8	14	1.2	38	1.5
	5240	100.0	1179	100.1	2591	100.1
No Response	81	1.5	19	1.6	45	1.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
132. In which one of the following programs do you expect to specialize in college? Mark one of these even if you have not definitely made up your mind.						
I do not expect to attend college.	1257	23.8	4	.3	271	10.4
Biological sciences (botany, physiology, zoology)	161	3.0	68	5.7	81	3.1
Physical sciences (chemistry, geology, physics, astronomy)	140	2.7	54	4.5	88	3.4
Engineering	404	7.6	81	6.8	206	7.9
Mathematics	163	3.1	63	5.3	103	3.9
Premedical	112	2.1	107	9.0	135	5.2
Predental	41	.8	11	.9	40	1.5
Prelaw	96	1.8	68	5.7	79	3.0
Business administration	431	8.2	95	8.0	240	9.2
Education	419	7.9	46	3.9	293	11.2
Sociology or psychology	128	2.4	89	7.5	119	4.5
Political science or economics	53	1.0	54	4.5	26	1.0
Foreign languages	59	1.1	68	5.7	65	2.5
Other liberal arts (philosophy, literature, history, etc.)	140	2.7	172	14.4	120	4.6
Fine arts (music, art, ballet, etc.)	164	3.1	61	5.1	74	2.8
Agriculture	79	1.5	12	1.0	21	.8
Nursing	314	5.9	24	2.0	233	8.9
Home economics	66	1.2	2	.2	37	1.4
Pretheology	7	.1	3	.3	4	.2
Journalism	50	.9	20	1.7	22	.8
A program not listed above.	472	8.9	33	2.8	206	7.9
I have no plans regarding college programs.	526	10.0	57	4.8	154	5.9
	5282	99.8	1192	100.1	2617	100.1
No Response	39	.7	6	.5	19	.7

	Schools					
	Public		Private		Parochial	
Quesionnaire Items	f	%	f	%	f	%
133. In the following list of occupations, mark the one occupation you expect to make your career after you have completed your education. If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.						
Accountant	145	2.8	14	1.2	53	2.0
Biological scientist (biologist, botanist, physiologist, zoologist, etc.)	102	1.9	52	4.4	48	1.8
College professor	38	.7	26	2.2	20	.8
Dentist	52	1.0	11	.9	46	1.8
Engineer (aeronautical, civil, chemical, mechanical, etc.)	443	8.4	80	6.7	200	7.6
Elementary-school teacher	242	4.6	47	3.9	224	8.5
High-school teacher	391	7.4	60	5.0	221	8.4
Lawyer	97	1.8	94	7.9	98	3.7
Mathematician	76	1.4	31	2.6	27	1.0
Pharmacist	33	.6	1	.1	22	.8
Clergyman (minister, priest, rabbi, etc.)	34	.6	5	.4	43	1.6
Physical scientist (chemist, geologist, physicist, astronomer, etc.)	80	1.5	27	2.3	51	1.9
Physician	84	1.6	104	8.7	126	4.8
Political scientist or economist	30	.6	40	3.4	23	.9
Social worker	108	2.1	51	4.3	74	2.8
Sociologist or psychologist	71	1.3	51	4.3	49	1.9
Armed forces officer	153	2.9	13	1.1	52	2.0
Artist or entertainer	137	2.6	38	3.2	67	2.6
Businessman	153	2.9	133	11.2	99	3.8
Craftsman	35	.7	1	.1	6	.2
Engineering or scientific aide	24	.5	4	.3	17	.6
Forester	73	1.4	6	.5	20	.8
Medical or dental technician	81	1.5	22	1.8	43	1.6
Nurse	330	6.3	20	1.7	232	8.9
Pilot, airplane	43	.8	4	.3	24	.9
Policeman or fireman	38	.7	0	.0	11	.4
Secretary, office clerk or typist	692	13.1	5	.4	273	10.4
Writer	52	1.0	42	3.5	32	1.2
Barber or beautician	210	4.0	1	.1	44	1.7
Enlisted man in the armed forces	76	1.4	0	.0	10	.4
Farmer	125	2.4	10	.8	14	.5
Housewife	267	5.1	68	5.7	139	5.3
Salesman or saleswoman	30	.6	1	.1	8	.3
Skilled worker (electrician, machinist, plumber, printer, etc.)	176	3.3	1	.1	22	.8
Structural worker (bricklayer, carpenter, painter, paper-hanger, etc.)	35	.7	2	.2	9	.3
Some other occupation different from any above.	511	9.7	126	10.6	173	6.6
	5267	99.9	1191	100.0	2620	99.6
No Response	54	1.0	7	.6	16	.6

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
134. In the elementary school you attended, were students placed in groups according to their abilities?						
No, students were not placed in special groups.	2596	49.0	663	55.5	1793	68.3
Yes, but only some of them were.	802	15.1	206	17.2	314	12.0
Yes, almost all of them were.	1235	23.3	273	22.8	373	14.2
I do not remember.	664	12.5	53	4.4	146	5.6
	5297	99.9	1195	99.9	2626	100.1
No Response	24	.5	3	.3	10	.4
135. In the elementary school you attended, were you placed in a group according to your abilities?						
No.	1076	20.4	198	16.6	613	23.4
I think so.	1035	19.6	170	14.3	319	12.2
Yes, definitely.	1031	19.5	305	25.6	357	13.6
There was no grouping by abilities.	1654	31.3	462	38.8	1203	46.0
I do not remember.	486	9.2	56	4.7	124	4.7
	5282	100.0	1191	100.0	2616	99.9
No Response	39	.7	7	.6	20	.8
136. If you answered A or B to the preceding question (135), which ability group were you in? (If you answered C, D, or E to question 135, skip to question 137.)						
Highest	645	31.4	293	61.6	220	32.8
Above average	661	32.2	107	22.5	234	34.9
Average	571	27.8	56	11.8	169	25.2
Below average	74	3.6	15	3.2	31	4.6
Lowest	20	1.0	0	.0	4	.6
I do not know.	80	3.9	5	1.0	12	1.8
	2051	99.9	476	100.1	670	99.9
Does not apply; No Response	3270	61.5	722*	60.3	1966	74.6
137. In the junior high school (7-9 grades) you attended, were students placed in groups according to their abilities?						
No, students were not placed in special groups.	2160	41.5	360	30.5	1334	52.4
Yes, but only some of them were.	1087	20.9	227	19.2	429	16.9
Yes, almost all of them were.	1614	31.0	567	48.1	645	25.4
I do not remember.	344	6.6	26	2.2	136	5.3
	5205	100.0	1180	100.0	2544	100.0
No Response	116	2.2	18	1.5	92	3.5

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
138. In the junior high school (7-9 grades) you attended, were you placed in a group according to your abilities?						
No.	1202	22.9	120	10.2	508	19.8
I think so.	1048	19.9	183	15.6	452	17.6
Yes, definitely.	1372	26.1	581	49.5	600	23.4
There was no grouping by ability.	1364	26.0	266	22.7	911	35.6
I do not remember.	270	5.1	24	2.0	91	3.6
	5256	100.0	1174	100.0	2562	100.0
No Response	65	1.2	24	2.0	74	2.8
139. If you answered A or B to the preceding question (138), which ability group were you in? (If you answered C, D, or E to question 138, skip to question 140.)						
Highest.	686	28.6	449	58.3	313	30.0
Above average	794	33.1	205	26.6	363	34.8
Average	759	31.6	93	12.1	291	27.9
Below average	85	3.5	16	2.1	45	4.3
Lowest	13	0.5	4	.5	4	.4
I do not know.	65	2.7	3	.4	27	2.6
	2402	100.0	770	100.0	1043	100.0
Does not apply; No Response	2919	54.9	428	35.7	1593	60.4
140. In the high school which you now attend, are students placed in groups according to their abilities?						
No, students are not placed in special groups.	2556	48.6	290	24.4	651	25.0
Yes, but only some of them are.	1123	21.4	305	25.7	528	20.2
Yes, almost all of them are.	837	15.9	508	42.8	1118	42.9
I do not know.	738	14.0	85	7.2	311	11.9
	5254	99.9	1188	100.1	2608	100.0
No Response	67	1.3	10	.8	28	1.1
141. In the high school which you now attend, are you in a special group based on abilities?						
No.	1975	37.6	238	20.2	636	24.4
I think so.	865	16.5	258	21.8	724	27.8
Yes, definitely.	694	13.2	451	38.2	705	27.1
There is no grouping by ability.	1500	28.5	199	16.9	440	16.9
I do not remember	223	4.2	35	3.0	101	3.9
	5257	100.0	1181	100.1	2606	100.1
No Response	64	1.2	17	1.4	30	1.1

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
142. If you answered A or B to the preceding question (141), which ability group are you in? (If you answered C, D, or E to question 141, skip to question 143.)						
Highest	325	20.9	192	27.2	326	22.8
Above average	475	30.5	247	35.0	485	33.9
Average	580	37.3	193	27.3	516	36.1
Below average	76	4.9	31	4.4	35	2.4
Lowest	17	1.1	8	1.1	19	1.3
I do not know.	84	5.4	35	5.0	49	3.4
	1557	100.1	706	100.0	1430	99.9
Does not apply; No Response	3764	70.7	492	41.1	1206	45.8
143. Do you think that 3rd- and 4th- grade pupils (in elementary school) should be grouped into different classes according to their abilities (homogeneous grouping)?						
Only slow learners.	998	19.0	117	9.9	420	16.1
Only very good pupils and slow learners.	666	12.7	202	17.1	370	14.2
Only very good pupils.	285	5.4	98	8.3	129	4.9
Yes, all pupils.	1189	22.6	347	29.4	528	20.2
No, pupils should not be grouped in this way.	1206	23.0	295	25.0	798	30.6
I have no definite opinion.	908	17.3	122	10.3	366	14.0
	5252	100.0	1181	100.0	2611	100.0
No Response	69	1.3	17	1.4	25	.9
144. Do you think that 7th- to 9th-grade pupils (in junior high school) should be grouped according to their abilities?						
Only slow learners.	746	14.1	80	6.8	290	11.1
Only very good pupils and slow learners.	701	13.3	188	15.9	351	13.4
Only very good pupils.	343	6.5	113	9.6	178	6.8
Yes, all pupils.	1600	30.3	614	52.0	986	37.7
No, pupils should not be grouped in this way.	1131	21.4	106	9.0	527	20.1
I have no definite opinion.	766	14.5	79	6.7	284	10.9
	5287	100.1	1180	100.0	2616	100.0
No Response	34	.6	18	1.5	20	.8
145. Do you think that high-school students should be grouped according to their abilities?						
Only slow learners.	563	10.7	43	3.8	168	6.4
Only very good students and slow learners.	558	10.6	126	11.0	262	10.0
Only very good students.	350	6.6	104	9.1	203	7.8
Yes, all students.	1600	30.4	719	62.7	1265	48.5
No, students should not be grouped in this way.	1365	25.9	77	6.7	456	17.5
I have no definite opinion	833	15.8	77	6.7	255	9.8
	5269	100.0	1146	100.0	2609	100.0
No Response	52	1.0	52	4.3	27	1.0

Many high schools have more than one course of study: for example, commercial, academic (college preparatory), or general. If your school has more than one course of study, please answer questions 146-150. If your school has only one course of study (such as college preparatory) please skip to question 151.

146. What program or course of study are you taking?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
Vocational	275	5.7	48	10.3	68	3.1
Academic (college preparatory)	1908	39.7	304	65.0	1411	65.3
Commercial or business	1030	21.4	35	7.5	334	15.5
General	1067	22.2	43	9.2	257	11.9
Agricultural	127	2.6	9	1.9	16	.7
Other	396	8.2	29	6.2	75	3.5
	4803	99.8	468	100.1	2161	100.0
No Response	518	9.7	730	60.9	475	18.0

147. When was it decided which program or course of study you would take in high school?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
Just during the past year.	671	14.3	43	12.1	204	10.0
Since I've been in high school.	1369	29.3	88	24.7	948	46.3
During junior high school (7-9 grades).	2291	49.0	101	28.4	610	29.8
In elementary school.	235	5.0	51	14.3	234	11.4
Earlier than that.	113	2.4	73	20.5	53	2.6
	4679	100.0	356	100.0	2049	100.1
No Response	642	12.1	842	70.3	587	22.3

148. Could you change to a college-preparatory program or course of study now if you wanted to?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
No, definitely not.	471	10.1	5	1.6	223	11.0
No, I don't think so.	897	19.2	14	4.5	246	12.1
Yes, but it would be hard to do.	531	11.4	11	3.5	172	8.5
Yes, fairly easily.	647	13.9	35	11.3	197	9.7
I am already in a college-preparatory program.	1371	29.4	233	75.2	1065	52.4
I do not know	747	16.0	12	3.9	131	6.4
	4664	100.0	310	100.0	2034	100.1
No Response	657	12.3	888	74.1	602	22.8

149. In your judgment, is there much difference in intelligence between the students in different courses of study; for example, between students in the college-preparatory courses and the commercial courses?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
There is little or no difference.	861	18.5	48	15.9	398	19.7
There is some difference.	2180	46.8	111	36.8	1035	51.2
There is a very large difference.	719	15.4	56	18.5	314	15.5
I do not know.	895	19.2	87	28.8	274	13.6
	4655	99.9	302	100.0	2021	100.0
No Response	666	12.5	896	74.8	615	23.3

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
150. Do you think it is a good idea for a school to have different courses of study? Or should a school have just one course of study which is the same for everyone?						
There should be different courses of study.	4197	89.6	214	72.1	1865	91.6
There should be just one course of study for all students.	140	3.0	36	12.1	67	3.3
I have no opinion.	348	7.4	47	15.8	105	5.2
	4865	100.0	297	100.0	2037	100.1
No Response	636	12.0	901	75.2	599	22.7
151. To the best of your knowledge, have you ever taken an intelligence test?						
Yes, several times.	2889	54.6	865	72.4	1698	64.7
Yes, at least once.	1241	23.4	214	17.9	577	22.0
I think so, but I am not sure.	395	7.5	56	4.7	169	6.4
I don't think so, but I am not sure.	326	6.2	27	2.3	103	3.9
I am sure I have not taken one.	173	3.3	16	1.3	15	.6
I do not know.	269	5.1	16	1.3	63	2.4
	5293	100.1	1194	99.9	2625	100.0
No Response	28	.5	4	.3	11	.4

If your answer to this question was either D, E, or F, skip to the next section and begin with question 169. If your answer was either A, B, or C, answer questions 152-168.

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
152. When was the last time you took an intelligence test?						
Less than a year ago.	1981	44.1	712	63.1	1353	55.5
Between one and three years ago.	1677	37.3	228	20.2	679	27.9
More than three years ago.	181	4.0	66	5.8	141	5.8
I do not remember.	655	14.6	123	10.9	265	10.9
	4494	100.0	1129	100.0	2438	100.1
Does not apply; No Response	827*	15.5*	69*	5.8*	198*	7.5*
153. Have you ever received any information about how well you did on an intelligence test you took in school?						
No, I did not receive any information.	1722	38.4	383	34.0	1130	46.6
Yes, I was given a general idea of how well I did.	1053	23.5	263	23.3	449	18.5
Yes, I received both test scores and general information.	300	6.7	53	4.7	152	6.3
Yes, I received specific results (such as an IQ or a percentile score).	1408	31.4	429	34.0	696	28.7
	4483	100.0	1128	100.0	2427	100.1
Does not apply; No Response	838*	15.7*	70*	5.8*	209*	7.9*

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* These are respondents for whom the question was not appropriate or who failed to respond to the item. The frequencies and percents are based on the total sample from each type of school.

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
154. If you received information about how well you did on an intelligence test, which of the following statements best describes what you learned from it about where you stood in relation to other students?						
I was never given any information about how well I did.	1067	24.3	346	31.9	555	23.3
I got a good idea of where I stood compared to others.	1825	41.5	413	38.1	1091	45.7
I got only a general idea of where I stood.	947	21.5	232	21.4	503	21.1
I didn't learn anything at all about where I stood because the results did not mean anything to me.	128	2.9	26	2.4	62	2.6
I did not learn anything valuable about where I stood because the scores were inaccurate.	60	1.4	22	2.0	34	1.4
I do not remember.	372	8.5	44	4.1	141	5.9
	4399	100.1	1083	99.9	2386	100.0
Does not apply; No Response	922*	17.3*	115*	9.6*	250*	9.5*
155. Do you think your performance on standardized intelligence tests accurately reflects your real intelligence?						
No, my test scores are much lower than my real intelligence.	465	10.4	90	8.1	240	10.0
No, my test scores are slightly lower.	782	17.5	191	17.3	483	20.0
Yes, my test scores accurately reflect my real intelligence.	1204	27.0	260	23.5	742	30.8
No, my test scores are slightly higher.	176	3.9	53	4.8	149	6.2
No, my test scores are much higher.	31	.7	9	.8	21	.9
I don't know whether my test scores accurately reflect my real intelligence.	1807	40.5	503	45.5	775	32.2
	4465	100.0	1106	100.0	2410	100.1
Does not apply; No Response	856*	16.1*	92*	7.7*	226*	8.6*

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	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
156. The first time you learned your test results, were they what you had expected?						
They were much lower than I had expected.	1140	25.7	392	35.5	540	22.5
They were slightly lower than I had expected.	501	11.3	100	9.1	239	10.0
They were about what I had expected.	799	18.0	177	16.0	506	21.1
They were slightly higher than I had expected.	1274	28.7	272	24.7	630	26.2
They were much higher than I had expected.	553	12.5	118	10.7	363	15.1
I have never learned any test results.	165	3.7	44	4.0	123	5.1
	4432	99.9	1103	100.0	2401	100.0
Does not apply; No Response	889*	16.7*	95*	7.9*	235*	8.9*
157. If you have learned your test results, who gave them to you the last time you learned them?						
I did not learn the results.	1216	27.4	396	36.1	580	24.2
My parents.	129	2.9	98	8.9	62	2.6
The guidance counselor.	1723	38.9	275	25.1	430	17.9
The principal or one of my teachers.	1059	23.9	207	18.9	922	38.5
A testing agency.	141	3.2	61	5.6	304	12.7
Another source.	163	3.7	60	5.5	99	4.1
	4431	100.0	1097	100.1	2397	100.0
Does not apply; No Response	890*	16.7*	101*	8.4*	239*	9.1*
158. How interested were you in finding out how well you did on the test?						
Not at all interested.	169	3.8	58	5.3	67	2.8
Not very interested.	465	10.5	124	11.3	190	7.8
Moderately interested.	1455	32.7	350	31.8	714	29.4
Very interested.	2359	53.0	570	51.7	1454	60.0
	4448	100.1	1102	100.1	2425	100.0
Does not apply; No Response	873*	16.4*	96*	8.0*	211*	8.0*
159. If you did not learn your intelligence-test results, would you have liked to?						
Yes.	1864	41.8	430	38.8	1000	41.5
No.	213	4.8	75	6.8	84	3.5
I did not care either way.	323	7.2	122	11.0	127	5.3
The question does not apply because I learned my test results.	2062	46.2	482	43.5	1201	49.8
	4462	100.0	1109	100.1	2412	100.1
Does not apply; No Response	859*	16.1*	89*	7.4*	224*	8.5*

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	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
The following questions are about how you felt while you were last taking an intelligence test.						
160. Did you enjoy taking it.						
Yes	1820	40.6	408	36.2	920	37.9
No	2020	45.1	565	50.2	1153	47.5
Don't Remember	638	14.2	153	13.6	354	14.6
	4478	99.9	1126	100.0	2427	100.0
Does Not apply; No Response	843*	15.8*	72*	6.0*	209*	7.9*
161. Did you care whether you took it?						
Yes	2577	57.5	511	45.2	1409	58.1
No	1617	36.1	548	48.5	853	35.2
Don't Remember	286	6.4	71	6.3	164	6.8
	4480	100.0	1130	100.0	2426	100.1
Does Not apply; No Response	841*	15.8*	68*	5.7*	210*	7.9*
162. Did you dislike taking it?						
Yes	1136	25.4	305	27.0	627	25.8
No	3098	69.2	752	66.7	1653	68.1
Don't Remember	241	5.4	71	6.3	146	6.0
	4475	100.0	1128	100.0	2426	99.9
Does Not apply; No Response	845*	15.9*	70*	5.8*	210*	8.0*
163. Did you feel afraid?						
Yes	1295	28.9	226	20.1	746	30.7
No	2909	64.9	838	74.4	1536	63.3
Don't Remember	275	6.1	62	5.5	145	6.0
	4479	99.9	1126	100.0	2427	100.0
Does Not apply; No Response	842*	15.8*	72*	6.0*	209*	7.7*
164. Did you feel confident?						
Yes	1667	37.2	443	39.3	1004	41.4
No	2168	48.4	544	48.2	1086	44.8
Don't Remember	642	14.3	141	12.5	335	13.8
	4477	99.9	1128	100.0	2425	100.0
Does Not apply; No Response	844*	15.9*	70*	5.9*	211*	8.0*
165. Did you find it an interesting challenge?						
Yes	2802	62.6	609	53.9	1507	62.1
No	1276	28.5	418	37.0	706	29.1
Don't Remember	398	8.9	103	9.1	213	8.8
	4476	100.0	1130	100.0	2426	100.0
Does Not apply; No Response	845*	15.9*	68*	5.7*	210*	8.0*

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* These are respondents for whom the question was not appropriate or who failed to respond to the item. The frequencies and percents are based on the total sample from each type of school.

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
166. Did you feel nervous?						
Yes	2079	46.4	448	39.6	1192	49.1
No	2137	47.7	616	54.5	1082	44.6
Don't Remember	262	5.9	67	5.9	153	6.3
	4478	100.0	1131	100.0	2427	100.0
Does no apply; No Response	843*	15.8*	67*	5.3*	209*	7.9*
167. Did you feel bored?						
Yes	1296	29.0	267	23.6	618	25.5
No	2840	63.5	774	68.6	1609	66.3
Don't Remember	335	7.5	88	7.8	199	8.2
	4471	100.0	1129	100.0	2426	100.0
Does not apply; No Response	850*	16.0*	69*	5.8*	210*	8.0*
168. Did you feel annoyed?						
Yes	911	20.4	309	27.6	517	21.3
No	3104	69.5	716	63.9	1678	69.2
Don't Remember	453	10.1	95	8.5	231	9.5
	4468	100.0	1120	100.0	2426	100.0
Does not apply; No Response	853*	16.0*	78*	6.5*	210*	8.0*
169. To the best of your knowledge, have you ever taken a college-entrance or scholarship test of any type?						
I am sure I have not taken one.	2531	47.9	226	19.0	884	33.9
I don't think so, but I am not sure.	835	15.8	129	10.9	354	13.6
I think so, but I am not sure.	144	2.7	31	2.6	85	3.3
Yes, at least once.	768	14.5	121	10.2	515	19.8
Yes, several times.	315	6.0	602	50.7	582	22.3
I do not know.	694	13.1	79	6.6	187	7.2
	5287	100.0	1188	100.0	2607	100.1
No Response	34	.6	10	.8	29	1.1

If your answer to this question was either D, E, or F, skip to the next section and begin with question 205.

If your answer was either A, B, or C, answer questions 170-204.

Have you ever taken the:

	Public		Private		Parochial	
170. College Board Scholastic Aptitude Test (SAT)--morning program?						
Yes	497	40.8	600	79.5	773	65.8
No	611	50.2	139	18.4	345	29.4
Don't Remember	109	9.0	16	2.1	57	4.9
	1217	100.0	755	100.0	1175	100.1
Does not apply; No Response	4104*	77.1*	443*	37.0*	1461*	55.4*

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* These are respondents for whom the question was not appropriate or who failed to respond to the item. The frequencies and percents are based on the total sample from each type of school.

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
171. College Board Achievement Test--afternoon program?						
Yes	156	12.9	551	73.0	359	30.8
No	919	76.1	188	24.9	735	63.0
Don't Remember	133	11.0	16	2.1	72	6.2
	1208	100.0	755	100.0	1166	100.0
Does not apply; No Response	4113*	77.3*	443*	37.0*	1470*	55.8*
172. National Merit Scholarship Qualifying Test?						
Yes	503	41.6	385	51.3	584	50.1
No	576	47.6	341	45.5	495	42.5
Don't Remember	130	10.8	24	3.2	86	7.4
	1209	100.0	750	100.0	1165	100.0
Does not apply; No Response	4112*	77.3*	448*	37.4*	1471*	55.8*
173. American College Testing Program tests (AST)?						
Yes	322	26.7	43	5.7	179	15.4
No	726	60.1	567	75.6	851	73.3
Don't Remember	159	13.2	140	18.7	131	11.3
	1207	100.0	750	100.0	1161	100.0
Does not apply; No Response	4114*	77.3*	448*	37.4*	1475*	56.0*
174. College Board Preliminary Scholastic Aptitude Test (PSAT)?						
Yes	496	41.0	544	72.4	945	80.7
No	578	47.8	183	24.4	180	15.4
Don't Remember	136	11.2	24	3.2	46	3.9
	1210	100.0	751	100.0	1171	100.0
Does not apply; No Response	4111*	77.3*	447*	37.3*	1465*	55.6*
175. Other national scholarship tests (e.g., Betty Crocker or General Motors tests)?						
Yes	363	30.0	26	3.5	215	18.5
No	759	62.7	686	91.2	896	76.9
Don't Remember	89	7.3	40	5.3	54	4.6
	1211	100.0	752	100.0	1165	100.0
Does not apply; No Response	4110*	77.2*	446*	37.2*	1471*	55.8*
176. Entrance or scholarship tests given by a particular college or university?						
Yes	145	12.0	32	4.3	94	8.1
No	990	82.0	705	94.1	1048	90.0
Don't Remember	73	6.0	12	1.6	23	2.0
	1208	100.0	749	100.0	1165	100.1
Does not apply; No Response	4113*	77.3*	449*	37.5*	1471*	55.8*

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* These are respondents for whom the question was not appropriate or who failed to respond to the item. The frequencies and percents are based on the total sample from each type of school.

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
177. Scholarship tests given by a state (e.g., New York State Scholarship Test)?						
Yes	176	14.6	64	8.5	84	7.2
No	923	76.6	660	88.0	1020	87.6
Don't Remember	106	8.8	26	3.5	61	5.2
	1205	100.0	750	100.0	1165	100.0
Does not apply; No Response	4116*	77.4*	448*	37.4*	1471*	55.8*
178. Other entrance or scholarship tests?						
Yes	223	18.5	313	41.6	286	24.6
No	804	66.6	400	53.2	738	63.4
Don't Remember	181	15.0	39	5.2	140	12.0
	1208	100.1	752	100.0	1164	100.0
Does not apply; No Response	4113*	77.3*	446*	37.2*	1472*	55.9*
179. Do you think you have taken a college-entrance or scholarship test but cannot remember the name?						
No, I remember the name of every test I have taken.	505	41.8	452	60.4	569	48.8
Yes, but probably not one of those listed above.	202	16.7	125	16.7	205	17.6
Yes, probably one of those listed above.	180	14.9	52	7.0	133	11.4
I do not know.	320	26.5	119	15.9	260	22.3
	1207	99.9	748	100.0	1167	100.1
Does not apply; No Response	4114*	77.3*	450*	37.6*	1469*	55.7*
180. Have you ever taken any particular college-entrance test more than once?						
No, I have never taken any particular test more than once.	1031	85.5	207	28.1	682	58.5
Yes, I have taken a particular test twice.	142	11.8	409	55.5	407	34.9
Yes, I have taken a particular test three times.	20	1.7	102	13.8	66	5.7
Yes, I have taken a particular test four or more times.	13	1.1	19	2.6	11	.9
	1206	100.1	737	100.0	1166	100.0
Does not apply; No Response	4115*	77.3*	461*	38.5*	1470*	55.8*

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	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
181. When was the last time you took a college-entrance test.						
Less than a year ago.	846	71.9	647	93.0	952	83.4
Between one and three years ago.	109	9.3	19	2.7	74	6.5
More than three years ago.	17	1.4	0	.0	7	.6
I do not remember.	204	17.3	30	4.3	108	9.5
	1176	99.9	696	100.0	1141	100.0
Does not apply; No Response	4145*	77.9*	502*	41.9*	1495*	56.7*
182. Have you ever received any information about how well you did on any college-entrance test that you took in school?						
No, I did not receive any information.	352	30.2	30	4.3	181	15.9
Yes, I was given a general idea of how well I did.	58	5.0	29	4.2	61	5.4
Yes, I received both specific results and general information.	105	9.0	13	1.9	74	6.5
Yes, I received specific results (such as standard score or percentile score).	651	55.8	624	89.7	821	72.2
	1166	100.0	696	100.1	1137	100.0
Does not apply; No Response	4155*	78.1*	502*	41.9*	1499*	56.9*
183. If you received information about how well you did on a college-entrance test, which of the following statements best describes what you learned about where you stood in relation to other students?						
I was never given any information about how well I did.	241	21.3	21	3.0	137	12.2
I did not learn anything valuable about where I stood because the scores were inaccurate.	9	.8	15	2.2	22	2.0
I didn't learn anything at all about where I stood because the results did not mean anything to me.	31	2.7	12	1.7	24	2.1
I got only a general idea of where I stood.	212	18.8	193	28.0	252	22.4
I got a good idea of where I stood compared to others.	550	48.7	437	63.4	637	56.7
I do not remember.	87	7.7	11	1.6	52	4.6
	1130	100.0	689	99.9	1124	100.0
Does not apply; No Response	4191*	78.8*	509*	42.5*	1512*	57.4*

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Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
184. The first time you learned your test results on a college-entrance test, were they what you had expected?						
They were much lower than I had expected.	67	5.9	102	14.9	107	9.6
They were slightly lower than I had expected.	206	18.2	205	29.9	281	25.1
They were about what I had expected.	334	29.5	238	34.7	342	30.5
They were slightly higher than I had expected.	150	13.2	90	13.1	182	16.3
They were much higher than I had expected.	74	6.5	29	4.2	41	3.7
I did not learn the results.	303	26.7	22	3.2	167	14.9
	1134	100.0	686	100.0	1120	100.1
Does not apply; No Response	4187*	78.7*	512*	42.7*	1510*	57.3*
185. If you learned your results on a college-entrance test, who gave them to you the last time you learned them?						
My parents	24	2.1	2	.3	13	1.2
The guidance counselor	513	45.3	412	60.1	262	23.3
The principal or one of my teachers	171	15.1	166	24.2	430	38.2
A testing agency	95	8.4	59	8.6	205	18.2
Another source	40	3.5	24	3.5	47	4.2
I did not learn the results.	290	25.6	22	3.2	169	15.0
	1133	100.0	685	99.9	1126	100.1
Does not apply; No Response	4188*	78.7*	513*	42.8*	1510*	57.3*
186. Were you interested in finding out how well you did on the test?						
Not at all interested	42	3.7	16	2.3	20	1.8
Not very interested	61	5.4	20	2.9	42	3.7
Moderately interested	283	24.9	135	19.5	199	17.7
Very interested	750	66.0	520	75.3	861	76.7
	1136	100.0	691	100.0	1122	99.9
Does not apply; No Response	4185*	78.7*	507*	42.3*	1514*	57.4*

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	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
The following questions are about how you might have felt when you last took a college-entrance examination.						
187. Did you enjoy taking it?						
Yes	456	39.9	204	29.6	333	29.6
No	570	49.9	463	67.1	718	63.8
Don't Remember	116	10.2	23	3.3	74	6.6
	1142	100.0	690	100.0	1125	100.0
Does not apply; No Response	4179*	78.5*	508*	42.4*	1511*	57.3*
188. Did you care whether you took it?						
Yes	901	78.9	561	81.8	955	85.0
No	174	15.2	112	16.3	141	12.5
Don't Remember	67	5.9	13	1.9	28	2.5
	1142	100.0	686	100.0	1124	100.0
Does not apply; No Response	4179*	78.5*	512*	42.7*	1512*	57.4*
189. Did you dislike taking it?						
Yes	263	23.0	247	36.0	370	32.9
No	805	70.4	427	62.2	716	63.8
Don't Remember	76	6.6	12	1.7	37	3.3
	1144	100.0	686	99.9	1123	100.0
Does not apply; No Response	4177*	78.5*	512*	42.7*	1513*	57.4*
190. Did you feel afraid?						
Yes	438	38.4	236	34.5	478	42.6
No	630	55.3	440	64.2	609	54.2
Don't Remember	72	6.3	9	1.3	36	3.2
	1140	100.0	685	100.0	1123	100.0
Does not apply; No Response	4181*	78.6*	513*	42.8*	1513*	57.4*
191. Did you feel confident?						
Yes	388	34.0	246	35.8	395	35.2
No	650	57.0	425	61.8	667	59.5
Don't Remember	102	8.9	17	2.5	59	5.3
	1140	99.9	688	100.1	1121	100.0
Does not apply; No Response	4181*	78.6*	510*	42.6*	1515*	57.5*
192. Did you find it an interesting challenge?						
Yes	745	65.5	424	61.5	750	67.0
No	297	26.1	243	35.3	322	28.8
Don't Remember	96	8.4	22	3.2	48	4.3
	1138	100.0	689	100.0	1120	100.1
Does not apply; No Response	4183*	78.6*	509*	42.5*	1516*	57.5*

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	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
193. Did you feel bored?						
Yes	218	19.2	138	20.1	239	21.2
No	845	74.3	530	77.0	838	74.5
Don't Remember	75	6.6	20	2.9	48	4.3
	1138	100.1	688	100.0	1125	100.0
Does not apply; No Response	4183*	78.6*	510*	42.6*	1511*	57.3*
194. Did you feel nervous?						
Yes	604	52.9	380	55.4	689	61.3
No	457	40.1	297	43.3	391	34.8
Don't Remember	80	7.0	9	1.3	44	3.9
	1141	100.0	686	100.0	1124	100.0
Does not apply; No Response	4180*	78.6*	512*	42.7*	1512*	57.4*
195. Did you feel annoyed?						
Yes	218	19.2	177	25.8	245	21.9
No	821	72.2	488	71.2	812	72.4
Don't Remember	98	8.6	20	2.9	64	5.7
	1137	100.0	685	99.9	1121	100.0
Does not apply; No Response	4184*	78.6*	513*	42.8*	1515*	57.5*
196. Do you think your performance on college-entrance tests accurately reflects your real ability?						
No, my test scores are much lower than my real ability.	131	11.5	94	13.8	157	14.0
No, my test scores are slightly lower.	275	24.2	214	31.4	349	31.1
Yes, my test scores accurately reflect my real ability.	301	26.5	190	27.9	315	28.1
No, my test scores are slightly higher.	33	2.9	18	2.6	38	3.4
No, my test scores are much higher.	5	.4	3	.4	6	.5
I don't know whether my test scores accurately reflect my real ability.	392	34.5	163	23.9	256	22.8
	1137	100.0	682	100.0	1121	99.9
Does not apply; No Response	4184*	78.6*	516*	43.1*	1515*	57.5*

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	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
197. Have you ever discussed the results of a college-entrance test with your parents?						
No, never.	261	23.0	74	10.8	170	15.2
Yes, once or twice.	266	23.4	139	20.3	270	24.1
Yes, occasionally.	275	24.2	194	28.4	308	27.5
Yes, frequently.	267	23.5	268	39.2	328	29.3
I do not know.	68	6.0	9	1.3	45	4.0
	1137	100.1	684	100.0	1121	100.1
Does not apply; No Response	4184*	78.6*	514*	42.9*	1515*	57.5*
198. Do your parents understand what the scores from college-entrance tests mean?						
Yes, both parents.	493	43.1	481	68.7	530	47.1
Father only.	41	3.6	27	3.9	34	3.0
Mother only.	73	6.4	23	3.3	52	4.6
Neither.	34	3.0	12	1.7	26	2.3
They understand if it is explained to them.	346	30.2	119	17.0	400	35.6
I do not know.	157	13.7	38	5.4	83	7.4
	1144	100.0	700	100.0	1125	100.0
Does not apply; No Response	4177*	78.5*	498*	41.6*	1511*	57.3*
199. Have any of your teachers ever spent class time in preparing students specifically for standardized tests like the College Board SAT?						
No, never.	60	5.1	122	17.2	96	8.5
Yes, once or twice.	107	9.1	203	28.7	215	19.0
Yes, occasionally	190	16.2	168	23.7	279	24.6
Yes, frequently	643	55.0	191	27.0	450	39.7
I do not know.	170	14.5	24	3.4	93	8.2
	1170	99.9	708	100.0	1133	100.0
Does not apply; No Response	4151*	78.0*	490*	40.9*	1503*	57.0*
200. Have any of your classes ever spent time discussing actual copies of standardized tests (of either scholastic aptitude or achievement)?						
No, never.	680	57.8	371	52.0	574	50.7
Yes, once or twice.	203	17.3	146	20.5	265	23.4
Yes, occasionally.	108	9.2	106	14.9	138	12.2
Yes, frequently.	51	4.3	58	8.1	50	4.4
I do not know.	134	11.4	32	4.5	106	9.4
	1176	100.0	713	100.0	1133	100.1
Does not apply; No Response	4145*	77.9*	485*	40.5*	1503*	57.0*
201. Have you ever taken any courses designed specifically to prepare students for standardized tests like the College Board SAT?						
Yes, but only in school.	90	7.7	80	11.3	112	9.9
Yes, both in and out of school.	37	3.2	9	1.3	17	1.5
Yes, but only out of school.	18	1.5	6	.8	15	1.3
No.	1029	87.6	613	86.6	987	87.3
	1174	100.0	708	100.0	1131	100.0
Does not apply; No Response	4147*	77.9*	490*	40.9*	1505*	57.1*

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	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
202. Have you ever received any special tutoring designed primarily to prepare you for standardized tests like the College Board SAT?						
Yes, but only in school.	42	3.6	56	7.9	37	3.3
Yes, both in and out of school.	23	2.0	28	3.9	25	2.2
Yes, but only out of school.	25	2.1	4	.6	14	1.2
No.	1080	92.3	622	87.6	1056	93.3
	1170	100.0	710	100.0	1132	100.0
Does not apply; No Response	4151*	78.0*	488*	40.7*	1504*	57.1*
203. Have you ever read any books or articles about how to take standardized tests?						
Yes, but only in school	168	14.3	236	33.1	189	16.7
Yes, both in and out of school.	254	21.6	90	12.6	278	24.6
Yes, but only out of school.	234	19.9	161	22.5	349	30.8
No.	520	44.2	227	31.8	316	27.9
	1176	100.0	714	100.0	1132	100.0
Does not apply; No Response	4145*	77.9*	484*	40.4*	1504*	57.1*
204. Have you ever seen a copy of the booklet "A Description of the College Board Scholastic Aptitude Test?"						
No, and I would not care to have a copy.	154	13.1	43	6.0	86	7.5
No, but I wish I could get a copy.	309	26.3	74	10.4	252	22.1
Yes, but I have not read it.	148	12.6	101	14.2	163	14.3
Yes. I have read it fairly carefully.	204	17.4	246	34.6	310	27.2
Yes. I have read it very carefully.	75	6.4	108	15.2	103	9.0
I do not know.	285	24.3	140	19.7	226	19.8
	1175	100.1	712	100.1	1140	99.9
Does not apply; No Response	4146*	77.9*	486*	40.6*	1496*	56.8*

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	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Do you think any of the following things have happened to you partly as a result of taking intelligence tests?						
205. Being placed in a special advanced group in grade school or high school.						
Yes	776	14.8	327	27.4	613	23.5
Maybe	806	15.4	222	18.6	426	16.3
No	2272	43.3	437	36.6	1023	39.2
Don't know	545	10.4	98	8.2	248	9.5
Does not apply	843	16.1	110	9.2	301	11.5
	5242	100.0	1194	100.0	2611	100.0
No Response	79	1.5	4	.3	25	.9
206. Being placed in a special slow group in grade school or high school.						
Yes	241	4.6	35	2.9	140	5.4
Maybe	333	6.4	59	5.0	164	6.3
No	2830	54.1	711	59.7	1415	54.3
Don't know	354	6.8	67	5.6	187	7.2
Does not apply	1475	28.2	318	26.7	699	26.8
	5233	100.1	1190	99.9	2605	100.0
No Response	88	1.7	8	.7	31	1.2
207. Being skipped a grade.						
Yes	217	4.2	41	3.4	76	2.9
Maybe	164	3.1	18	1.5	37	1.4
No	2773	53.0	634	53.3	1424	54.6
Don't know	156	3.0	23	1.9	49	1.9
Does not apply	1918	36.7	474	39.8	1020	39.1
	5228	100.0	1190	99.9	2606	99.9
No Response	93	1.7	8	.7	30	1.1
208. Being held back a grade.						
Yes	227	4.3	34	2.9	46	1.8
Maybe	142	2.7	29	2.4	46	1.8
No	2783	53.2	653	54.9	1430	54.8
Don't know	156	3.0	29	2.4	56	2.1
Does not apply	1923	36.8	445	37.4	1031	39.5
	5231	100.0	1190	100.0	2609	100.0
No Response	90	1.7	8	.7	27	1.0
209. Not being admitted to college.						
Yes	167	3.2	37	3.1	89	3.4
Maybe	203	3.9	44	3.7	93	3.6
No	2028	38.8	375	31.6	854	32.8
Don't know	350	6.7	98	8.2	190	7.3
Does not apply	2478	47.4	634	53.4	1377	52.9
	5226	100.0	1188	100.0	2603	100.0
No Response	95	1.8	10	.8	33	1.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
210. Being admitted to college.						
Yes	411	7.9	121	10.2	251	9.6
Maybe	354	6.8	78	6.6	139	5.3
No	1726	33.1	296	25.0	702	27.0
Don't know	375	7.2	103	8.7	211	8.1
Does not apply	2355	45.1	587	49.5	1301	50.0
	5221	100.1	1185	100.0	2604	100.0
No Response	100	1.9	13	1.1	32	1.2
211. Deciding not to go to college.						
Yes	291	5.6	18	1.5	132	5.1
Maybe	386	7.4	22	1.9	141	5.4
No	2728	52.3	642	54.0	1387	53.3
Don't know	336	6.4	25	2.1	122	4.7
Does not apply	1475	28.3	481	40.5	821	31.5
	5216	100.0	1188	100.0	2603	100.0
No Response	105	2.0	10	.8	33	1.3
212. Deciding to go to college.						
Yes	853	16.4	110	9.3	518	19.9
Maybe	706	13.5	85	7.2	376	14.4
No	2263	43.4	698	58.8	1103	42.4
Don't know	357	6.8	33	2.8	125	4.8
Does not apply	1036	19.9	262	22.1	482	18.5
	5215	100.0	1188	100.2	2604	100.0
No Response	106	2.0	10	.8	32	1.2
213. Deciding to apply to a better college.						
Yes	382	7.3	134	11.3	284	10.9
Maybe	400	7.7	115	9.7	227	8.7
No	2435	46.7	581	49.0	1192	45.8
Don't know	330	6.3	36	3.0	122	4.7
Does not apply	1663	31.9	320	27.0	775	29.8
	5210	99.9	1186	100.0	2600	99.9
No Response	111	2.1	12	1.0	36	1.4
214. Deciding not to apply to a better college.						
Yes	263	5.0	97	8.2	178	6.8
Maybe	275	5.3	67	5.6	150	5.8
No	2529	48.5	622	52.4	1267	48.7
Don't know	329	6.3	30	2.5	113	4.3
Does not apply	1817	34.9	372	31.3	894	34.4
	5213	100.0	1188	100.0	2602	100.0
No Response	108	2.0	10	.8	34	1.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
215. Winning a scholarship or fellowship.						
Yes	317	6.1	98	8.3	155	6.0
Maybe	318	6.1	68	5.7	108	4.2
No	2225	42.6	507	42.7	1092	42.0
Don't know	284	5.4	40	3.4	99	3.8
Does not apply	2073	39.7	474	39.9	1147	44.1
	5217	99.9	1187	100.0	2601	100.1
No Response	104	2.0	11	.9	35	1.3
216. Not winning a scholarship or fellowship.						
Yes	283	5.4	48	4.1	195	7.5
Maybe	289	5.5	43	3.6	116	4.5
No	2356	45.2	575	48.5	1103	42.4
Don't know	335	6.4	44	3.7	113	4.3
Does not apply	1951	37.4	475	40.1	1072	41.2
	5214	99.9	1185	100.0	2599	99.9
No Response	107	2.0	13	1.1	37	1.4
217. Deciding on a future job.						
Yes	1399	26.9	107	9.1	620	24.0
Maybe	920	17.7	113	9.6	454	17.6
No	1909	36.7	643	54.5	1069	41.3
Don't know	335	6.4	46	3.9	115	4.4
Does not apply	635	12.2	271	23.0	328	12.7
	5198	99.9	1180	100.1	2586	100.0
No Response	123	2.3	18	1.5	50	1.9
218. If you have received information about your intelligence-test scores, has this changed your attitudes toward your school work? (If you have not received any information about your intelligence-test scores, skip to Question 219.)						
Yes, it has caused me to work much less hard.	18	1.0	6	1.3	9	1.1
Yes, it has caused me to work slightly less hard.	199	11.2	59	12.5	34	10.1
No, it has had no effect on how hard I work in school.	681	38.4	222	46.9	332	40.0
Yes, it has caused me to work slightly harder.	333	18.8	89	18.8	187	22.5
Yes, it has caused me to work much harder in school.	264	14.9	56	11.8	116	14.0
I don't know whether it has had any effect.	278	15.7	41	8.7	102	12.3
	1773	100.0	473	100.0	830	100.0
Does not apply; No Response	3548	66.7	725	60.5	1806	68.5

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
219. Which **one** of the following would you say is **most important** for getting good marks **in** high school?						
Intelligence	1090	20.8	320	26.8	535	20.4
Common sense and experience	592	11.3	76	6.4	202	7.7
Creativity and imagination	89	1.7	29	2.4	38	1.5
Hard work	3206	61.2	741	62.0	1768	67.5
Good personality	59	1.1	3	.3	21	.8
I do not know.	203	3.9	27	2.3	56	2.1
	5239	100.0	1196	100.2	2620	100.0
No Response	82	1.5	2	.2	16	.6
220. Which **one** of the above is **second most important**?						
Intelligence	2230	42.7	567	47.5	1397	53.5
Common sense and experience	1232	23.6	194	16.3	431	16.5
Creativity and imagination	277	5.3	117	9.8	113	4.3
Hard work	1048	20.1	271	22.7	533	20.4
Good personality	124	2.4	3	.3	27	1.0
I do not know.	315	6.0	41	3.4	110	4.2
	5226	100.1	1193	100.0	2611	99.9
No Response	95	1.8	5	.4	25	.9

Given tests as they are now, do you think it is fair (that is, just) to use intelligence tests to help make the following decisions?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
221. To decide who can go to certain colleges.						
Yes	1683	31.9	489	40.9	1042	39.8
No	2851	54.0	625	52.2	1356	51.8
No opinion	743	14.1	83	6.9	222	8.5
	5277	100.0	1197	100.0	2620	100.1
No Response	44	.8	1	.1	16	.6
222. To put children into special classes in school.						
Yes	2194	41.6	688	57.5	1344	51.3
No	2349	44.5	424	35.4	1040	39.7
No opinion	736	13.9	85	7.1	237	9.0
	5279	100.0	1197	100.0	2621	100.0
No Response	42	.8	1	.1	15	.6
223. To find out which children in the family should be given the most education.						
Yes	627	11.9	115	9.6	315	12.0
No	3936	74.6	987	82.5	2074	79.1
No opinion	711	13.5	95	7.9	232	8.9
	5274	100.0	1197	100.0	2621	100.0
No Response	47	.9	1	.1	15	.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
224. To decide who should be hired for a job.						
Yes	1753	33.3	355	29.7	869	33.2
No	2777	52.7	729	60.9	1526	58.3
No opinion	739	14.0	113	9.4	224	8.6
	5269	100.0	1197	100.0	2619	100.1
No Response	52	1.0	1	.1	17	.6
225. To decide who should be promoted.						
Yes	1281	24.3	175	14.6	561	21.4
No	3294	62.5	926	77.5	1848	70.6
No opinion	698	13.2	94	7.9	210	8.0
	5273	100.0	1195	100.0	2619	100.0
No Response	48	.9	3	.3	17	.6
226. To decide who should be allowed to vote.						
Yes	431	8.2	194	16.2	259	9.9
No	4325	82.0	939	78.5	2185	83.3
No opinion	518	9.8	63	5.3	178	6.8
	5274	100.0	1196	100.0	2622	100.0
No Response	47	.9	2	.2	14	.5
227. To decide whom one should marry.						
Yes	244	4.6	73	6.1	109	4.2
No	4558	86.5	1068	89.4	2371	90.4
No opinion	470	8.9	54	4.5	143	5.5
	5272	100.0	1195	100.0	2623	100.1
No Response	49	.9	3	.3	13	.5
228. To select leaders in the government.						
Yes	2070	39.3	403	33.7	1024	39.1
No	2356	44.7	685	57.3	1322	50.4
No opinion	846	16.0	107	9.0	276	10.5
	5272	100.0	1195	100.0	2622	100.0
No Response	49	.9	3	.3	14	.5
229. To select leaders for large corporations.						
Yes	1880	35.7	361	30.2	981	37.5
No	2404	45.6	691	57.9	1318	50.3
No opinion	983	18.7	142	11.9	319	12.2
	5267	100.0	1194	100.0	2618	100.0
No Response	54	1.0	4	.3	18	.7

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
230. Does your mother know your intelligence-test results?						
No, she does not know what my score is.	1390	28.5	121	10.5	511	20.8
Yes, she has a general idea of what my score is.	1570	32.2	352	30.6	892	36.3
Yes, she knows my specific score.	804	16.5	393	34.2	588	24.0
I do not know.	1105	22.7	284	24.7	464	18.9
	4869	99.9	1150	100.0	2455	100.0
Does not apply; No Response	452	8.5	48	4.0	181	6.9
231. Does your father know your intelligence-test scores?						
No, he does not know what my score is.	1550	32.6	122	10.9	546	22.9
Yes, he has a general idea of what my score is.	1397	29.4	328	29.4	845	35.5
Yes, he knows my exact score.	633	13.3	381	34.1	510	21.4
I do not know.	1170	24.6	285	25.5	481	20.2
	4750	99.9	1116	99.9	2382	100.0
Does not apply; No Response	571	10.7	82	6.8	254	9.6
232. Do you think that high-school students should be given specific results (such as I.Q's or percentile scores) of their performance on intelligence tests?						
No high-school students should be given specific results.	731	13.9	329	27.6	339	13.0
Only slow high-school students should be given specific results.	113	2.1	6	.5	32	1.2
Only "well-adjusted" high-school students should be given specific results.	396	7.5	184	15.4	296	11.3
Only bright high-school students should be given specific results.	115	2.2	28	2.3	50	1.9
All high-school students should be given specific results.	3469	65.9	521	43.7	1721	65.8
None of the above.	437	8.3	125	10.5	176	6.7
	5261	99.9	1193	100.0	2614	99.9
No Response	60	1.1	5	.4	22	.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
233. Do you think that parents should be given specific results (such as I.Q.'s or percentile scores) of their high-school-age children's performances on intelligence tests?						
No parents should be given specific results of their high-school-age children's performance on intelligence tests.	632	12.0	154	12.9	268	10.2
Only parents of slow high-school students should be given specific results.	105	2.0	4	.3	37	1.4
Only "well-adjusted" parents should be given specific results.	329	6.3	130	10.9	198	7.6
Only parents of bright high-school students should be given specific results.	113	2.2	17	1.4	36	1.4
Yes, all parents should be given specific results.	3638	69.2	769	64.5	1930	73.8
None of the above.	438	8.3	118	9.9	146	5.6
	5255	100.0	1192	99.9	2615	100.0
No Response	66	1.2	6	.5	21	.8
234. Do you think that students should know their scores on college-entrance exams?						
No high-school students should be given specific results.	254	4.8	27	2.3	130	5.0
Only slow high-school students should be given specific results.	70	1.3	4	.3	17	.6
Only "well-adjusted" high-school students should be given specific results.	175	3.3	12	1.0	85	3.2
Only bright high-school students should be given specific results.	80	1.5	5	.4	27	1.0
All high-school students should be given specific results.	4339	82.5	1110	93.0	2260	86.4
None of the above.	340	6.5	36	3.0	97	3.7
	5258	99.9	1194	100.0	2616	99.9
No Response	63	1.2	4	.3	20	.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
235. In general, do you feel that adults should be given information about their intelligence-test scores?						
Yes	3797	72.1	830	69.6	1893	72.3
No	423	8.0	131	11.0	229	8.7
Don't know	1044	19.8	232	19.4	497	19.0
	5264	99.9	1193	100.0	2619	100.0
No Response	57	1.1	5	.4	17	.6
236. Have you ever won a scholarship, prize, or award as the result of your performance on a standardized ability test of any type?						
Yes	580	11.0	236	19.7	401	15.3
No	4296	81.6	874	73.0	2086	79.8
Don't know	391	7.4	87	7.3	127	4.9
	5267	100.0	1197	100.0	2614	100.0
No Response	54	1.0	1	.1	22	.8
237. Are the intelligence-test scores of the girls in your family as important to your parents as those of the boys?						
Boys' scores are more important.	3	.2	0	.0	2	.2
Girls' scores are more important.	1	.1	1	.1	1	.1
Boys' and girls' scores are equally important.	1	.1	0	.0	0	.0
My parents don't know or are not interested in intelligence-test scores.	955	79.1	564	82.9	966	85.4
I do not know.	248	20.5	115	16.9	162	14.3
	1208	100.0	680	99.9	1131	100.0
No Response	4085	77.2	510	42.9	1498	57.0
238. How do you feel about the amount of time you spend taking standardized tests?						
I spend far too little.	70	1.3	4	.3	28	1.1
I spend too little.	340	6.5	19	1.6	114	4.4
I spend neither too much or too little time.	2128	40.6	403	33.8	1163	44.5
I spend too much time.	501	9.6	266	22.3	335	12.8
I spend far too much time.	342	6.5	164	13.7	176	6.7
I have no opinion.	1865	35.6	338	28.3	799	30.6
	5246	100.1	1194	100.0	2615	100.1
No Response	75	1.4	4	.3	21	.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
In your opinion, how important is each of the following in deciding who gets into college?						
239. High-school marks.						
Of no importance.	57	1.1	5	.4	15	.6
Somewhat important.	406	7.7	61	5.1	155	5.9
Important.	1832	34.9	490	40.9	966	36.9
Very important.	2868	54.6	637	53.2	1468	56.0
No opinion.	93	1.8	4	.3	17	.6
	5256	100.1	1197	99.9	2621	100.0
No Response	65	1.2	1	.1	15	.6
240. College-entrance exams.						
Of no importance.	82	1.6	11	.9	35	1.3
Somewhat important.	497	9.4	121	10.1	296	11.3
Important.	2062	39.2	495	41.4	1111	42.4
Very important.	2472	47.0	557	46.6	1152	44.0
No opinion.	149	2.8	12	1.0	24	.9
	5262	100.0	1196	100.0	2618	99.9
No Response	59	1.1	2	.2	18	.7
241. Intelligence-test scores.						
Of no importance.	351	6.7	91	7.6	174	6.6
Somewhat important.	1662	31.6	387	32.3	865	33.0
Important.	2136	40.7	501	41.9	1135	43.3
Very important.	829	15.8	159	13.3	379	14.5
No opinion.	276	5.3	59	4.9	67	2.6
	5254	100.1	1197	100.0	2620	100.0
No Response	67	1.3	1	.1	16	.6
242. School activities.						
Of no importance.	977	18.6	37	3.1	322	12.3
Somewhat important.	2341	44.5	420	35.1	1179	45.0
Important.	1437	27.3	591	49.4	866	33.0
Very important.	293	5.6	138	11.5	198	7.6
No opinion.	212	4.0	10	.8	56	2.1
	5260	100.0	1196	99.9	2621	100.0
No Response	61	1.1	2	.2	15	.6
243. Athletic achievement.						
Of no importance.	1231	23.4	222	18.6	689	26.3
Somewhat important.	2131	40.6	554	46.3	1139	43.5
Important.	1210	23.0	330	27.6	560	21.4
Very important.	400	7.6	65	5.4	154	5.9
No opinion.	283	5.4	25	2.1	78	3.0
	5255	100.0	1196	100.0	2620	100.1
No Response	66	1.2	2	.2	16	.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
244. Good personality.						
Of no importance.	1196	22.8	68	5.7	489	18.6
Somewhat important.	1789	34.1	397	33.2	1066	40.7
Important.	1461	27.8	508	42.4	758	28.9
Very important.	540	10.3	204	17.0	243	9.3
No opinion.	265	5.0	20	1.7	66	2.5
	5251	100.0	1197	100.0	2622	100.0
No Response	70	1.3	1	.1	14	.5
245. Having a parent or close relative who graduated from a college.						
Of no importance.	3223	61.3	340	28.5	1487	56.8
Somewhat important.	826	15.7	450	37.7	559	21.4
Important.	483	9.2	273	22.9	260	9.9
Very important.	211	4.0	84	7.0	122	4.7
No opinion.	513	9.8	47	3.9	190	7.3
	5256	100.0	1194	100.0	2618	100.1
No Response	65	1.2	4	.3	18	.7

In your opinion, how important should each of the following be in deciding who gets into college?

	Public		Private		Parochial	
	f	%	f	%	f	%
246. High-school marks.						
Of no importance.	79	1.5	10	.8	22	.8
Somewhat important.	482	9.2	121	10.1	228	8.7
Important.	1939	36.9	527	44.1	1022	39.0
Very important.	2638	50.3	531	44.5	1335	51.0
No opinion.	110	2.1	5	.4	11	.4
	5248	100.0	1194	99.9	2618	99.9
No Response	73	1.4	4	.3	18	.7
247. College-entrance exams.						
Of no importance.	121	2.3	61	5.1	82	3.1
Somewhat important.	686	13.0	365	30.5	536	20.5
Important.	2156	41.0	542	45.3	1165	44.5
Very important.	2148	40.9	217	18.1	815	31.1
No opinion.	146	2.8	11	.9	19	.7
	5257	100.0	1196	99.9	2617	99.9
No Response	64	1.2	2	.2	19	.7
248. Intelligence-test scores.						
Of no importance.	554	10.6	203	17.0	287	11.0
Somewhat important.	1718	32.7	476	39.9	1007	38.5
Important.	1909	36.4	395	33.1	968	37.0
Very important.	838	16.0	81	6.8	302	11.5
No opinion.	230	4.4	39	3.3	54	2.1
	5249	100.1	1194	100.1	2618	100.1
No Response	72	1.4	4	.3	18	.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
249. School activities.						
Of no importance.	1399	26.6	64	5.4	483	18.4
Somewhat important.	2291	43.6	461	38.6	1188	45.4
Important.	1099	20.9	511	42.8	708	27.0
Very important.	238	4.5	147	12.3	188	7.2
No opinion.	227	4.3	12	1.0	51	1.9
	5254	99.9	1195	100.1	2618	99.9
No Response	67	1.3	3	.3	18	.7
250. Athletic achievement.						
Of no importance.	1812	34.5	365	30.6	1046	40.0
Somewhat important.	2019	38.5	538	45.1	1054	40.3
Important.	897	17.1	232	19.4	361	13.8
Very important.	260	5.0	35	2.9	83	3.2
No opinion.	257	4.9	23	1.9	74	2.8
	5245	100.0	1193	99.9	2618	100.1
No Response	76	1.4	5	.4	18	.7
251. Good personality.						
Of no importance.	1396	26.6	79	6.6	562	21.5
Somewhat important.	1788	34.1	354	29.7	1048	40.1
Important.	1290	24.6	491	41.2	709	27.1
Very important.	495	9.4	257	21.5	234	8.9
No opinion.	273	5.2	12	1.0	63	2.4
	5242	99.9	1193	100.0	2616	100.0
No Response	79	1.5	5	.4	20	.8
252. Having a parent or close relative who graduated from a college.						
Of no importance.	3689	70.4	846	70.9	2009	76.8
Somewhat important.	523	10.0	195	16.3	261	10.0
Important.	341	6.5	50	4.2	108	4.1
Very important.	126	2.4	22	1.8	36	1.4
No opinion.	560	10.7	81	6.8	203	7.8
	5239	100.0	1194	100.0	2617	100.1
No Response	82	1.5	4	.3	19	.7

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
253. If you had to choose a college, which kind would you choose?						
One where most of the students are less intelligent than I am.	148	2.8	111	9.3	69	2.6
One where most of the students are about as intelligent as I am.	1599	30.5	551	46.1	877	33.6
One where there are students of all levels of intelligence.	89	1.7	10	.8	40	1.5
One where most of the students are more intelligent than I am.	1073	20.5	251	21.0	611	23.4
The intelligence of the students would not influence my choice of a college.	1453	27.7	210	17.6	776	29.7
I do not know.	879	16.8	62	5.2	241	9.2
	5241	100.0	1195	100.0	2614	100.0
No Response	80	1.5	3	.3	22	.8
254. How important do you feel the kind of intelligence measured by intelligence tests is for success in school or college?						
It is not important at all.	236	4.5	105	8.8	108	4.1
It is not so important as some other qualities.	591	11.3	273	22.9	420	16.1
It is no more important than other qualities.	1113	21.3	300	25.2	653	25.0
It is more important than most other qualities, but by itself intelligence is not enough.	1751	33.4	378	31.7	915	35.1
It is the most important factor in success in school or college.	371	7.1	15	1.3	128	4.9
I have no opinion.	1173	22.4	121	10.2	386	14.8
	5235	100.0	1192	100.1	2610	100.0
No Response	86	1.6	6	.5	26	1.0
255. How important do you feel the kind of intelligence measured by intelligence tests is for success in life after graduating from school or college?						
It is not important at all.	362	6.9	220	18.5	250	9.5
It is not so important as some other qualities.	733	14.0	277	23.3	484	18.5
It is no more important than other qualities.	1218	23.3	309	26.0	714	27.3
It is more important than most other qualities, but by itself intelligence is not enough.	1473	28.2	255	21.4	710	27.1
It is the most important factor in success in life after graduation.	433	8.3	15	1.3	137	5.2
I have no opinion.	1009	19.3	114	9.6	323	12.3
	5228	100.0	1190	100.1	2618	99.9
No Response	93	1.7	8	.7	18	.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
256. What is the greatest amount of education you expect to have during your life?						
I don't expect to finish high school.	68	1.3	3	.3	18	.7
I expect to graduate from high school.	1191	22.8	6	.5	243	9.3
I expect to obtain vocational, business-school, or junior-college training.	1318	25.2	42	3.5	439	16.8
I expect to obtain some (less than four years) regular college training.	487	9.3	28	2.3	256	9.8
I expect to graduate from a regular four-year college.	1462	27.9	513	43.0	1092	41.8
I expect to study for advanced college degrees.	707	13.5	600	50.3	565	21.6
	5233	100.0	1192	99.9	2613	100.0
No Response	88	1.7	6	.5	23	.9
257. In which of the following ways have test scores influenced your plans for education beyond high school?						
They did not help me make plans for education beyond high school.	2875	55.7	795	69.9	1330	51.8
They helped me decide not to continue my education beyond high school.	336	6.5	25	2.2	133	5.2
They helped me decide to enter apprentice training.	163	3.2	4	.4	41	1.6
They helped me decide to attend a technical institute or school (not a college).	281	5.4	10	.9	89	3.5
They helped me decide to attend a business school (not a college).	429	8.3	11	1.0	156	6.1
They helped me decide to attend college.	1082	20.9	292	25.7	821	31.9
	5166	100.0	1137	100.1	2570	100.1
No Response	155	2.9	61	5.1	66	2.5

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
258. How did the results of tests that you have taken help you in deciding whether to plan on attending college?						
They made me believe that college work would be too hard for me.	419	8.1	13	1.1	196	7.6
They made me believe that I can at least do passing work in college.	1022	19.7	181	15.5	686	26.5
They made me believe that I can probably do well in college.	700	13.5	254	21.8	494	19.1
They had no effect in helping me decide whether to plan on attending college.	1576	30.4	503	43.2	695	26.8
I don't know whether they helped.	1465	28.3	213	18.3	521	20.1
	5182	100.0	1164	99.9	2592	100.1
No Response	139	2.6	34	2.8	44	1.7
259. How have the results of tests that you have taken changed your choice of a college?						
They have made no change since I do not plan to go to college.	1589	31.0	52	4.6	421	16.4
They have made no change in my choice of a college although I plan to go to college.	2332	45.5	793	69.4	1509	58.8
They have changed my choice of a college to one having higher academic standards.	218	4.3	83	7.3	133	5.2
They have changed my choice of a college to one having lower academic standards.	171	3.3	93	8.1	123	4.8
They have changed my choice of a college to one offering courses that better fit my abilities.	327	6.4	66	5.8	213	8.3
They have changed my choice of a college in some other way.	488	9.5	55	4.8	166	6.5
	5125	100.0	1142	100.0	2565	100.0
No Response	196	3.7	56	4.7	71	2.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
260. The most intelligent girls are not usually the most popular.						
Strongly disagree	167	3.2	64	5.4	102	3.9
Disagree	740	14.2	246	20.7	357	13.7
Partly agree; partly disagree	1896	36.3	513	43.1	1030	39.4
Agree	1603	30.7	245	20.6	755	28.9
Strongly agree	819	15.7	122	10.3	370	14.2
	5225	100.1	1190	100.1	2614	100.1
No Response	96	1.8	8	.7	22	.8
261. People of wealth and position should marry people like themselves.						
Strongly disagree	541	10.4	141	11.8	268	10.3
Disagree	1744	33.4	354	29.7	801	30.7
Partly agree; partly disagree	2053	39.4	470	39.5	1085	41.6
Agree	673	12.9	164	13.8	350	13.4
Strongly agree	205	3.9	62	5.2	104	4.0
	5216	100.0	1191	100.0	2608	100.0
No Response	105	2.0	7	.6	28	1.1
262. Everyone should have the chance to go to college if he wants to.						
Strongly disagree	74	1.4	29	2.4	29	1.1
Disagree	223	4.3	89	7.5	114	4.4
Partly agree; partly disagree	666	12.8	177	14.8	377	14.4
Agree	1796	34.4	375	31.5	882	33.7
Strongly agree	2462	47.2	522	43.8	1215	46.4
	5221	100.1	1192	100.0	2617	100.0
No Response	100	1.9	6	.5	19	.7
263. It is more important for men to be intelligent than women.						
Strongly disagree	641	12.3	180	15.2	262	10.0
Disagree	1277	24.5	295	24.9	493	18.9
Partly agree; partly disagree	1562	29.9	281	23.7	687	26.3
Agree	1107	21.2	308	25.9	749	28.7
Strongly agree	629	12.1	123	10.4	421	16.1
	5216	100.0	1187	100.1	2612	100.0
No Response	105	2.0	11	.9	24	.9
264. Something should be done to keep feeble-minded people from having children.						
Strongly disagree	841	16.2	258	21.8	836	32.2
Disagree	1545	29.7	426	35.9	967	37.2
Partly agree; partly disagree	1630	31.4	294	24.8	561	21.6
Agree	778	15.0	130	11.0	154	5.9
Strongly agree	401	7.7	77	6.5	80	3.1
	5195	100.0	1185	100.0	2598	100.0
No Response	126	2.4	13	1.1	38	1.4

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
265. A child who is less intelligent should get more attention from his teachers than a child who is very bright.						
Strongly disagree	419	8.0	172	14.5	187	7.2
Disagree	1020	19.6	369	31.1	533	20.4
Partly agree; partly disagree	1821	35.0	396	33.4	947	36.3
Agree	1284	24.6	183	15.4	628	24.1
Strongly agree	666	12.8	67	5.6	315	12.1
	5210	100.0	1187	100.0	2610	100.1
No Response	111	2.1	11	.9	26	1.0
266. At birth, there is no difference in intelligence between boys and girls.						
Strongly disagree	273	5.3	91	7.8	149	5.8
Disagree	878	16.9	305	26.2	522	20.2
Partly agree; partly disagree	1350	26.1	243	20.9	675	26.1
Agree	2046	39.5	424	36.5	1005	38.9
Strongly agree	634	12.2	100	8.6	232	9.0
	5181	100.0	1163	100.0	2583	100.0
No Response	140	2.6	35	2.9	53	2.0
267. If all of us were given an equal chance, we would all be equally intelligent.						
Strongly disagree	1003	19.3	439	37.0	675	25.9
Disagree	2589	49.8	600	50.5	1380	52.9
Partly agree; partly disagree	987	19.0	108	9.1	355	13.6
Agree	461	8.9	29	2.4	142	5.4
Strongly agree	154	3.0	12	1.0	56	2.1
	5194	100.0	1188	100.0	2608	99.9
No Response	127	2.4	10	.8	28	1.1
268. It is up to the government to make sure that everyone has a secure job and a good standard of living.						
Strongly disagree	822	15.8	315	26.5	339	13.0
Disagree	2212	42.5	479	40.3	975	37.4
Partly agree; partly disagree	1391	26.7	274	23.1	848	32.5
Agree	565	10.9	87	7.3	327	12.5
Strongly agree	211	4.1	33	2.8	117	4.5
	5201	100.0	1188	100.0	2606	99.9
No Response	120	2.3	10	.8	30	1.1

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
269. A man can never have the same intuition as a woman.						
Strongly disagree	445	8.6	191	16.2	171	6.6
Disagree	1682	32.5	511	43.4	697	26.9
Partly agree; partly disagree	1709	33.0	289	24.6	804	31.1
Agree	1051	20.3	135	11.5	709	27.4
Strongly agree	285	5.5	51	4.3	206	8.0
	5172	99.9	1177	100.0	2587	100.0
No Response	149	2.8	21	1.8	49	1.9
270. America is truly a land of opportunity and people get pretty much what's coming to them here.						
Strongly disagree	170	3.3	102	8.6	82	3.2
Disagree	549	10.6	265	22.3	274	10.5
Partly agree; partly disagree	1709	32.9	481	40.4	862	33.1
Agree	2110	40.6	277	23.3	1092	42.0
Strongly agree	654	12.6	66	5.5	293	11.3
	5192	100.0	1191	100.1	2603	100.1
No Response	129	2.4	7	.6	33	1.3
271. The government should be run by the most intelligent.						
Strongly disagree	203	3.9	58	4.9	115	4.4
Disagree	594	11.5	148	12.5	392	15.1
Partly agree; partly disagree	1689	32.6	382	32.2	995	38.2
Agree	1741	33.6	426	35.9	729	28.0
Strongly agree	959	18.5	173	14.6	372	14.3
	5186	100.1	1187	100.1	2603	100.0
No Response	135	2.5	11	.9	33	1.3
272. Women may be as intelligent as men, but they shouldn't be as aggressive.						
Strongly disagree	309	6.0	92	7.8	129	5.0
Disagree	1085	20.9	304	25.6	471	18.1
Partly agree; partly disagree	1840	35.5	365	30.8	861	33.1
Agree	1484	28.6	319	26.9	833	32.0
Strongly agree	464	9.0	106	8.9	307	11.8
	5182	100.0	1186	100.0	2601	100.0
No Response	139	2.6	12	1.0	35	1.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
273. Everyone should be able to take any high-school course that he wants to even though his score on an intelligence test indicates that he may not succeed in it.						
Strongly disagree	145	2.8	36	3.0	92	3.5
Disagree	766	14.8	198	16.7	704	27.0
Partly agree; partly disagree	1492	28.7	350	29.5	803	30.8
Agree	2083	40.1	405	34.1	754	28.9
Strongly agree	706	13.6	198	16.7	253	9.7
	5192	100.0	1187	100.0	2606	99.9
No Response	129	2.4	11	.9	30	1.1
274. If girls were given their choice, as many would sign up for a shop course as for a course in home economics.						
Strongly disagree	432	8.3	126	10.9	297	11.5
Disagree	2019	39.0	512	44.1	1216	46.9
Partly agree; partly disagree	1475	28.5	350	30.1	679	26.2
Agree	999	19.3	155	13.4	345	13.3
Strongly agree	251	4.8	18	1.6	55	2.1
	5176	99.9	1161	100.1	2592	100.0
No Response	145	2.7	37	3.1	44	1.7
275. The ideal society would be made up entirely of very intelligent people.						
Strongly disagree	929	17.9	383	32.2	744	28.6
Disagree	2188	42.2	503	42.3	1122	43.2
Partly agree; partly disagree	1401	27.0	216	18.2	503	19.3
Agree	517	10.0	61	5.1	162	6.2
Strongly agree	146	2.8	27	2.3	69	2.7
	5181	99.9	1190	100.1	2600	100.0
No Response	140	2.6	8	.7	36	1.4
276. The leader of a group is usually its most intelligent member.						
Strongly disagree	408	7.9	140	11.8	249	9.6
Disagree	1600	30.9	480	40.3	982	37.7
Partly agree; partly disagree	1685	32.5	345	29.0	767	29.4
Agree	1214	23.4	194	16.3	499	19.2
Strongly agree	278	5.4	31	2.6	108	4.1
	5185	100.1	1190	100.0	2605	100.0
No Response	136	2.6	8	.7	31	1.2

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
277. A person who isn't very intelligent should not attempt things beyond his ability.						
Strongly disagree	669	12.9	226	19.0	373	14.4
Disagree	1803	34.8	507	42.6	991	38.1
Partly agree; partly disagree	1540	29.7	298	25.0	722	27.8
Agree	983	19.0	129	10.8	420	16.2
Strongly agree	190	3.7	30	2.5	93	3.6
	5185	100.1	1190	99.9	2599	100.1
No Response	136	2.6	8	.7	37	1.4
278. There is no difference in intelligence between racial, religious, or nationality groups.						
Strongly disagree	212	4.1	79	6.6	78	3.0
Disagree	686	13.3	180	15.2	276	10.6
Partly agree; partly disagree	1077	20.8	204	17.2	461	17.7
Agree	1856	35.9	329	27.7	931	35.8
Strongly agree	1336	25.9	396	33.3	853	32.8
	5167	100.0	1188	100.0	2599	99.9
No Response	154	2.9	10	.8	37	1.4
279. Parents should be allowed to pass on their wealth and prestige to their children regardless of their abilities.						
Strongly disagree	321	6.2	100	8.5	159	6.1
Disagree	902	17.5	257	21.8	463	17.9
Partly agree; partly disagree	1776	34.4	369	31.3	908	35.1
Agree	1679	32.5	338	28.6	860	33.2
Strongly agree	486	9.4	116	9.8	198	7.7
	5164	100.0	1180	100.0	2588	100.0
No Response	157	3.0	18	1.5	48	1.8
280. In a new tax program, it is essential not to reduce the income taxes on corporations and wealthy individuals.						
Strongly disagree	373	7.3	152	13.2	181	7.0
Disagree	1100	21.5	321	27.8	589	22.9
Partly agree; partly disagree	2148	41.9	397	34.4	1046	40.7
Agree	1127	22.0	214	18.5	612	23.8
Strongly agree	374	7.3	71	6.1	142	5.5
	5122	100.0	1155	100.0	2570	99.9
No Response	199	3.7	43	3.6	66	2.5

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
281. In general, full economic security is bad; most men wouldn't work if they didn't need money for eating and living.						
Strongly disagree	321	6.2	72	6.1	131	5.1
Disagree	1119	21.7	266	22.7	602	23.3
Partly agree; partly disagree	1745	33.8	375	32.0	925	35.8
Agree	1532	29.7	341	29.1	736	28.5
Strongly agree	440	8.5	118	10.1	187	7.2
	5157	99.9	1172	100.0	2581	99.9
No Response	164	3.1	26	2.2	55	2.1
282. Girls are more intelligent than boys.						
Strongly disagree	601	11.6	206	17.5	299	11.5
Disagree	1598	30.9	483	41.0	850	32.7
Partly agree; partly disagree	2311	44.7	441	37.5	1211	46.6
Agree	495	9.6	38	3.2	186	7.2
Strongly agree	165	3.2	9	.8	53	2.0
	5170	100.0	1177	100.0	2599	100.0
No Response	151	2.8	21	1.8	37	1.4
283. It is only fair that the people with the most intelligence should have the most opportunities.						
Strongly disagree	694	13.4	214	18.1	406	15.7
Disagree	1996	38.6	447	37.7	1086	41.9
Partly agree; partly disagree	1661	32.1	367	31.0	787	30.4
Agree	669	12.9	129	10.9	269	10.4
Strongly agree	150	2.9	28	2.4	45	1.7
	5170	99.9	1185	100.1	2593	100.1
No Response	151	2.8	13	1.1	43	1.6
284. There should be some limit on how much income an individual may keep after taxes.						
Strongly disagree	708	13.8	323	27.8	430	16.6
Disagree	1725	33.5	504	43.4	946	36.6
Partly agree; partly disagree	1580	30.7	201	17.3	670	25.9
Agree	951	18.5	103	8.9	468	18.1
Strongly agree	178	3.5	30	2.6	71	2.7
	5142	100.0	1161	100.0	2585	99.9
No Response	179	3.4	37	3.1	51	1.9

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
285. Most of the present attempts to curb and limit unions would in the long run do more harm than good.						
Strongly disagree	224	4.4	166	14.5	142	5.6
Disagree	875	17.1	329	28.8	507	19.9
Partly agree; partly disagree	2480	48.4	459	40.1	1139	44.6
Agree	1269	24.8	166	14.5	661	25.9
Strongly agree	272	5.3	24	2.1	103	4.0
	5120	100.0	1144	100.0	2552	100.0
No Response	201	3.8	54	4.5	84	3.2
286. The businessman and the manufacturer are probably more important to society than the artist and the professor.						
Strongly disagree	498	9.7	265	22.4	299	11.5
Disagree	1636	31.8	484	40.9	899	34.7
Partly agree; partly disagree	1792	34.8	291	24.6	817	31.5
Agree	998	19.4	119	10.1	470	18.1
Strongly agree	228	4.4	25	2.1	107	4.1
	5152	100.1	1184	100.1	2592	99.9
No Response	169	3.2	14	1.2	44	1.7
287. If women were given an equal chance they would achieve much more than men.						
Strongly disagree	289	5.6	128	10.9	155	6.0
Disagree	1685	32.6	605	51.4	948	36.6
Partly agree; partly disagree	2418	46.8	399	33.9	1197	46.3
Agree	582	11.3	37	3.1	226	8.7
Strongly agree	189	3.7	7	.6	61	2.4
	5163	100.0	1176	99.9	2587	100.0
No Response	158	3.0	22	1.8	49	1.9
288. The child of low intelligence needs more help from his parents than the child of high intelligence.						
Strongly disagree	155	3.0	81	6.8	73	2.8
Disagree	599	11.6	259	21.9	319	12.3
Partly agree; partly disagree	1490	28.8	344	29.0	705	27.2
Agree	2212	42.8	398	33.6	1143	44.1
Strongly agree	715	13.8	103	8.7	353	13.6
	5171	100.0	1185	100.0	2593	100.0
No Response	150	2.8	13	1.1	43	1.6

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
289. The great things accomplished by man are really the works of just a few geniuses.						
Strongly disagree	698	13.5	199	16.8	492	19.0
Disagree	2067	40.1	524	44.2	1178	45.5
Partly agree; partly disagree	1496	29.0	288	24.3	587	22.7
Agree	706	13.7	135	11.4	255	9.9
Strongly agree	189	3.7	39	3.3	75	2.9
	5156	100.0	1185	100.0	2587	100.0
No Response	165	3.1	13	1.1	49	1.9
290. No man can do his best under a woman boss.						
Strongly disagree	516	10.0	124	10.5	227	8.8
Disagree	1713	33.2	420	35.6	873	33.7
Partly agree; partly disagree	1606	31.2	378	32.0	824	31.8
Agree	906	17.6	187	15.8	454	17.5
Strongly agree	412	8.0	71	6.0	214	8.3
	5153	100.0	1180	99.9	2592	100.1
No Response	168	3.2	18	1.5	44	1.7
291. Men like Henry Ford or J. P. Morgan, who overcame all competition on the road to success, are models for all young men to admire and imitate.						
Strongly disagree	181	3.5	126	10.7	95	3.7
Disagree	792	15.4	345	29.2	383	14.8
Partly agree; partly disagree	2093	40.7	461	39.1	992	38.3
Agree	1663	32.3	183	15.5	895	34.6
Strongly agree	414	8.0	65	5.5	222	8.6
	5143	99.9	1180	100.0	2587	100.0
No Response	178	3.3	18	1.5	49	1.9
292. Women are more intelligent than men.						
Strongly disagree	501	9.7	177	15.0	271	10.5
Disagree	1848	36.0	596	50.5	974	37.6
Partly agree; partly disagree	2229	43.4	372	31.5	1146	44.3
Agree	404	7.9	28	2.4	156	6.0
Strongly agree	157	3.1	7	.6	40	1.5
	5139	100.1	1180	100.0	2587	99.9
No Response	182	3.4	18	1.5	49	1.9

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
293. There are two kinds of people in the world; the weak and the strong.						
Strongly disagree	377	7.3	178	15.1	242	9.3
Disagree	1307	25.4	444	37.6	760	29.3
Partly agree; partly disagree	1671	32.4	333	28.2	776	29.9
Agree	1426	27.7	179	15.2	685	26.4
Strongly agree	369	7.2	47	4.0	128	4.9
	5150	100.0	1181	100.1	2591	99.8
No Response	171	3.2	17	1.4	45	1.7
294. The job of housewife doesn't demand any exceptional intellectual gifts.						
Strongly disagree	583	11.3	128	10.8	334	12.9
Disagree	1775	34.5	363	30.7	953	36.8
Partly agree; partly disagree	1527	29.7	318	26.9	663	25.6
Agree	1060	20.6	303	25.6	523	20.2
Strongly agree	198	3.8	70	5.9	116	4.5
	5143	99.9	1182	99.9	2589	100.0
No Response	178	3.3	16	1.3	47	1.8
295. No amount of education or special training can make up for a lack of natural ability.						
Strongly disagree	247	4.8	76	6.4	103	4.0
Disagree	1202	23.4	343	29.0	610	23.6
Partly agree; partly disagree	1901	37.0	410	34.7	916	35.4
Agree	1454	28.3	276	23.4	807	31.2
Strongly agree	330	6.4	76	6.4	149	5.8
	5134	99.9	1181	99.9	2585	100.0
No Response	187	3.5	17	1.4	51	1.9
296. Children who are intelligent should get better schooling and not have to stick with the average child.						
Strongly disagree	379	7.4	50	4.3	165	6.4
Disagree	1093	21.3	139	11.8	543	21.0
Partly agree; partly disagree	1908	37.2	378	32.2	965	37.4
Agree	1314	25.6	410	34.9	700	27.1
Strongly agree	432	8.4	198	16.9	208	8.1
	5126	99.9	1175	100.1	2581	100.0
No Response	195	3.7	23	1.9	55	2.1

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
297. The success I'm going to have was already in the cards when I was born, so I might as well accept it and not fight against it.						
Very true	118	2.3	12	1.0	45	1.7
True	509	9.9	55	4.7	209	8.1
False	2645	51.4	513	43.5	1250	48.3
Very false	1874	36.4	600	50.8	1086	41.9
	5146	100.0	1180	100.0	2590	100.0
No Response	175	3.3	18	1.5	46	1.7
298. I often find myself day dreaming at my desk when there's work to be done.						
Very true	639	12.4	180	15.2	273	10.5
True	3035	59.0	704	59.5	1431	55.3
False	1343	26.1	278	23.5	820	31.7
Very false	127	2.5	22	1.9	65	2.5
	5144	100.0	1184	100.1	2589	100.0
No Response	177	3.3	14	1.2	47	1.8
299. I am a person who lives very much in imagination.						
Very true	210	4.1	77	6.5	120	4.6
True	1213	23.7	329	27.9	587	22.7
False	3300	64.4	695	58.9	1677	65.0
Very false	400	7.8	78	6.6	197	7.6
	5123	100.0	1179	99.9	2581	99.9
No Response	198	3.7	19	1.6	55	2.1
300. The most important things that happen to me are usually a result of my own efforts.						
Very true	625	12.2	162	13.7	272	10.5
True	3523	68.9	682	57.8	1756	68.0
False	891	17.4	321	27.2	528	20.4
Very false	71	1.4	14	1.2	26	1.0
	5110	99.9	1179	99.9	2582	99.9
No Response	211	4.0	19	1.6	54	2.0
301. I am not easily provoked.						
Very true	295	5.8	54	4.6	127	4.9
True	2696	52.7	622	52.7	1270	49.2
False	1833	35.8	439	37.2	1025	39.7
Very false	294	5.7	65	5.5	159	6.2
	5118	100.0	1180	100.0	2581	100.0
No Response	203	3.8	18	1.5	55	2.1

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
302. I'm usually very quiet in most group discussions.						
Very true	457	8.9	85	7.2	191	7.4
True	2174	42.4	340	28.7	1000	38.7
False	2105	41.1	618	52.2	1147	44.4
Very false	389	7.6	141	11.9	248	9.6
	5125	100.0	1184	100.0	2586	100.1
No Response	196	3.7	14	1.2	50	1.9
303. I think a lot about the things I used to do.						
Very true	533	10.4	112	9.5	275	10.6
True	2791	54.4	526	44.5	1298	50.2
False	1688	32.9	521	44.0	951	36.7
Very false	119	2.3	24	2.0	64	2.5
	5131	100.0	1183	100.0	2588	100.0
No Response	190	3.6	15	1.3	48	1.8
304. Let us eat, drink, and be merry for tommorrow we die.						
Very true	383	7.5	94	7.9	86	3.3
True	975	19.0	226	19.1	299	11.5
False	2552	49.7	548	46.2	1221	47.2
Very false	1228	23.9	317	26.8	983	38.0
	5138	100.1	1185	100.0	2589	100.0
No Response	183	3.4	13	1.1	47	1.8
305. I am a many-sided person.						
Very true	443	8.7	174	14.8	214	8.3
True	2368	46.4	644	54.9	1170	45.6
False	2008	39.3	325	27.7	1022	39.8
Very false	284	5.6	29	2.5	162	6.3
	5103	100.0	1172	99.9	2568	100.0
No Response	218	4.1	26	2.2	68	2.6
306. All in all, I am inclined to feel that I'm a failure.						
Very true	122	2.4	19	1.6	58	2.2
True	602	11.8	113	9.6	272	10.5
False	3365	65.8	739	62.5	1724	66.8
Very false	1024	20.0	311	26.3	528	20.4
	5113	100.0	1182	100.0	2582	99.9
No Response	208	3.9	16	1.3	54	2.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
307. I could cut my moorings..quit my home, my parents, and my friends...without suffering great regrets.						
Very true	139	2.7	31	2.6	57	2.2
True	554	10.9	114	9.6	212	8.2
False	2150	42.1	420	35.4	1017	39.4
Very false	2260	44.3	620	52.3	1292	50.1
	5103	100.0	1185	99.9	2578	99.9
No Response	218	4.1	13	1.1	58	2.2
308. I make strong demands on myself.						
Very true	346	6.8	127	10.8	154	6.0
True	2167	42.5	568	48.2	1009	39.1
False	2456	48.2	466	39.6	1348	52.3
Very false	127	2.5	17	1.4	67	2.6
	5096	100.0	1178	100.0	2578	100.0
No Response	225	4.2	20	1.7	58	2.2
309. I often find myself in situations where I have to do things I don't want to do.						
Very true	700	13.7	194	16.4	339	13.1
True	3155	61.7	773	65.2	1662	64.2
False	1168	22.8	210	17.7	554	21.4
Very false	91	1.8	9	.8	32	1.2
	5114	100.0	1186	100.1	2587	99.9
No Response	207	3.9	12	1.0	49	1.9
310. There are lots of things about myself that I'd change if I could.						
Very true	840	16.5	152	12.9	356	13.8
True	2675	52.4	526	44.6	1415	54.8
False	1477	28.9	457	38.8	754	29.2
Very false	113	2.2	44	3.7	58	2.2
	5105	100.0	1179	100.0	2583	100.0
No Response	216	4.1	19	1.6	53	2.0
311. My existence is completely under the control of destiny.						
Very true	150	3.0	17	1.4	83	3.2
True	978	19.3	72	6.1	348	13.6
False	2862	56.5	572	48.6	1317	51.4
Very false	1073	21.2	515	43.8	813	31.7
	5063	100.0	1176	99.9	2561	99.9
No Response	258	4.8	22	1.8	75	2.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
312. I'm a very different person from one situation to the next.						
Very true	252	5.0	43	3.6	100	3.9
True	2026	39.8	369	31.2	820	31.8
False	2618	51.5	715	60.4	1529	59.4
Very false	190	3.7	57	4.8	126	4.9
	5086	100.0	1184	100.0	2575	100.0
No Response	235	4.4	14	1.2	61	2.3
313. I certainly feel useless at times.						
Very true	477	9.4	75	6.3	191	7.4
True	3068	60.1	681	57.6	1503	58.3
False	1415	27.7	373	31.6	811	31.5
Very false	141	2.8	53	4.5	71	2.8
	5101	100.0	1182	100.0	2576	100.0
No Response	220	4.1	16	1.3	60	2.3
314. I feel I do not have much to be proud of.						
Very true	157	3.1	17	1.4	66	2.6
True	970	19.0	143	12.1	435	16.9
False	3228	63.3	737	62.5	1684	65.3
Very false	742	14.6	283	24.0	394	15.3
	5097	100.0	1180	100.0	2579	100.1
No Response	224	4.2	18	1.5	57	2.2
315. I find it hard to concentrate on my work.						
Very true	391	7.7	71	6.0	181	7.0
True	2172	42.6	424	35.9	1150	44.6
False	2378	46.6	638	54.0	1187	46.1
Very false	161	3.2	49	4.1	58	2.3
	5102	100.1	1182	100.0	2576	100.0
No Response	219	4.1	16	1.3	60	2.3
316. I'm pretty sure of myself.						
Very true	229	4.5	52	4.4	97	3.8
True	2836	55.7	642	54.2	1562	60.6
False	1854	36.4	448	37.8	870	33.8
Very false	169	3.3	42	3.5	47	1.8
	5088	99.9	1184	99.9	2576	100.0
No Response	233	4.4	14	1.2	60	2.3

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
317. I would enjoy the experience of living and working in a foreign country.						
Very true	1161	22.7	462	39.0	601	23.2
True	2429	47.5	604	51.0	1262	48.8
False	1276	25.0	102	8.6	603	23.3
Very false	243	4.8	17	1.4	119	4.6
	5109	100.0	1185	100.0	2585	99.9
No Response	212	4.0	13	1.1	51	1.9
318. I spend a lot of time thinking about what I am going to be.						
Very true	921	18.1	149	12.7	481	18.6
True	2927	57.5	607	51.6	1502	58.2
False	1148	22.6	405	34.4	552	21.4
Very false	94	1.8	16	1.4	45	1.7
	5090	100.0	1177	100.1	2580	99.9
No Response	231	4.3	21	1.8	56	2.1
319. I am often satisfied with what I am even though it's less than my ideal.						
Very true	215	4.2	42	3.6	75	2.9
True	2488	49.0	545	46.5	1187	46.2
False	2096	41.3	502	42.8	1154	44.9
Very false	274	5.4	83	7.1	156	6.1
	5073	99.9	1172	100.0	2572	100.1
No Response	248	4.7	26	2.2	64	2.4
320. I know I'm changing but I hardly ever realize it.						
Very true	230	4.5	50	4.3	103	4.0
True	2579	50.9	490	41.9	1243	48.4
False	2047	40.4	550	47.0	1093	42.5
Very false	212	4.2	80	6.8	131	5.1
	5068	100.0	1170	100.0	2570	100.0
No Response	253	4.8	28	2.3	66	2.5
321. I have complete trust in destiny which keeps me from worrying.						
Very true	110	2.2	8	.7	33	1.3
True	919	18.2	61	5.2	282	11.0
False	3039	60.3	614	52.5	1572	61.5
Very false	975	19.3	487	41.6	670	26.2
	5043	100.0	1170	100.0	2557	100.0
No Response	278	5.2	28	2.3	79	3.0

322. Most people must think of me as a very changeable person.

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
Very true	198	3.9	31	2.7	85	3.3
True	1481	29.4	251	21.6	594	23.2
False	3076	61.1	807	69.3	1703	66.5
Very false	277	5.5	75	6.4	180	7.0
	5032	99.9	1164	100.0	2562	100.0
No Response	289	5.4	34	2.8	74	2.8

323. I worry about the uncertainty of my future.

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
Very true	469	9.3	81	6.9	261	10.2
True	2318	45.8	471	39.9	1152	44.9
False	2017	39.8	541	45.9	1041	40.6
Very false	259	5.1	86	7.3	112	4.4
	5063	100.0	1179	100.0	2566	100.1
No Response	258	4.8	19	1.6	70	2.7

324. My feelings are more intense than those of other people.

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
Very true	381	7.6	142	12.2	242	9.5
True	2085	41.4	458	39.2	1072	42.0
False	2452	48.7	544	46.6	1187	46.5
Very false	115	2.3	23	2.0	49	1.9
	5033	100.0	1167	100.0	2550	99.9
No Response	288	5.4	31	2.6	86	3.3

325. There's no sense in taking a chance failing at something new, when I'm doing all right as I am.

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
Very true	131	2.6	9	.8	41	1.6
True	1135	22.5	96	8.2	449	17.5
False	3066	60.8	754	64.2	1670	65.1
Very false	714	14.1	316	26.9	405	15.8
	5046	100.0	1175	100.1	2565	100.0
No Response	275	5.2	23	1.9	71	2.7

326. I find that on one day I have one opinion of myself, and on another day I have a different opinion.

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
Very true	411	8.1	82	7.0	141	5.5
True	2354	46.6	457	38.8	1039	40.5
False	2068	41.0	586	49.7	1249	48.7
Very false	216	4.3	54	4.6	136	5.3
	5049	100.0	1179	100.1	2565	100.0
No Response	272	5.1	19	1.6	71	2.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
327. There are many times when I don't know how I should behave.						
Very true	349	6.9	65	5.5	117	4.6
True	2502	49.5	553	47.0	1170	45.6
False	1967	38.9	494	42.0	1166	45.4
Very false	237	4.7	65	5.5	114	4.4
	5055	100.0	1177	100.0	2567	100.0
No Response	266	5.0	21	1.8	69	2.6
328. I am about the same as I was a year or two ago.						
Very true	106	2.1	7	.6	37	1.4
True	917	18.1	152	12.9	422	16.4
False	3046	60.3	684	58.1	1540	60.0
Very false	985	19.5	334	28.4	567	22.1
	5054	100.0	1177	100.0	2566	99.9
No Response	267	5.0	21	1.8	70	2.7
329. There are times when it is absolutely necessary to use other people as tools in the accomplishment of a purpose.						
Very true	272	5.4	81	6.9	123	4.8
True	2300	45.7	547	46.6	1259	49.2
False	2022	40.2	426	36.3	960	37.5
Very false	440	8.7	119	10.1	217	8.5
	5034	100.0	1173	99.9	2559	100.0
No Response	287	5.4	25	2.1	77	2.9
330. I often think that I'm different from other people.						
Very true	498	9.9	163	13.9	241	9.4
True	2663	52.8	657	55.9	1303	50.8
False	1767	35.0	338	28.8	972	37.9
Very false	120	2.4	17	1.4	51	2.0
	5048	100.1	1175	100.0	2567	100.1
No Response	273	5.1	23	1.9	69	2.6
331. On the whole, I'm satisfied with myself.						
Very true	712	14.1	120	10.3	264	10.3
True	2751	54.6	584	50.0	1483	57.9
False	1329	26.4	390	33.4	712	27.8
Very false	251	5.0	73	6.3	104	4.1
	5043	100.1	1167	100.0	2563	100.1
No Response	278	5.2	31	2.6	73	2.8

Reading Comprehension Test Scores of 5,321 Public School, 1,198 Private School and 2,636 Parochial School Students (Raw Scores)

	Schools					
	Public		Private		Parochial	
Test Scores:	f	%	f	%	f	%
48	37	.7	66	5.5	38	1.4
47	109	2.0	111	9.3	99	3.8
46	146	2.7	143	12.0	124	4.7
45	167	3.1	144	12.0	149	5.7
44	199	3.7	153	12.8	158	6.0
43	173	3.3	95	7.9	153	5.8
42	173	3.3	92	7.7	132	5.0
41	160	3.0	71	5.9	140	5.3
40	195	3.7	51	4.3	148	5.6
39	159	3.0	52	4.3	124	4.7
38	193	3.6	48	4.0	134	5.1
37	163	3.1	33	2.8	115	4.4
36	195	3.7	23	1.9	97	3.7
35	182	3.4	18	1.5	84	3.2
34	172	3.2	19	1.6	75	2.8
33	186	3.5	21	1.8	93	3.5
32	173	3.3	9	.8	79	3.0
31	170	3.2	5	.4	67	2.5
30	173	3.3	11	.9	68	2.6
29	168	3.2	4	.3	63	2.4
28	170	3.2	6	.5	54	2.0
27	185	3.5	2	.2	56	2.1
26	147	2.8	1	.1	43	1.6
25	145	2.7	3	.3	47	1.8
24	135	2.5	1	.1	47	1.8
23	114	2.1	0	.0	33	1.3
22	99	1.9	0	.0	32	1.2
21	124	2.3	3	.3	24	.9
20	116	2.2	2	.2	22	.8
19	114	2.1	0	.0	23	.9
18	89	1.7	1	.1	13	.5
17	94	1.8	2	.2	20	.8
16	66	1.2	0	.0	17	.6
15	68	1.3	0	.0	16	.6
14	70	1.3	0	.0	6	.2
13	64	1.2	1	.1	9	.3
12	49	.9	1	.1	8	.3
11	39	.7	0	.0	3	.1
10	49	.9	0	.0	2	.1
9	27	.5	1	.1	7	.3
8	21	.4	0	.0	4	.2
7	19	.4	0	.0	0	.0
6	8	.2	0	.0	4	.2
5	8	.2	0	.0	0	.0
4	1	.0	2	.2	1	.0
3	3	.1	0	.0	2	.1
2	1	.0	0	.0	0	.0
1	0	.0	1	.1	2	.1
	5318	100.1	1196	100.3	2635	100.0
No Response	3	.1	2	.2	1	.0

Reading Comprehension Test Scores of 5,321 Public School, 1,198 Private School and 2,636 Parochial School Students

(Percentile Scores Based on a 5% Project Talent Sample of the National High School Population.)

	Schools					
	Public		Private		Parochial	
Percentile Scores:	f	%	f	%	f	%
99	69	1.3	111	9.3	68	2.6
98	56	1.1	49	4.1	47	1.8
97	145	2.7	113	9.5	126	4.8
96	0	.0	0	.0	0	.0
95	83	1.6	71	6.0	69	2.6
94	89	1.7	93	7.8	77	2.9
93	0	.0	0	.0	0	.0
92	80	1.5	57	4.8	62	2.4
91	98	1.9	95	8.0	91	3.5
90	80	1.5	51	4.3	74	2.8
89	0	.0	0	.0	0	.0
88	0	.0	0	.0	0	.0
87	81	1.5	44	3.7	65	2.5
86	116	2.2	81	6.8	89	3.4
85	0	.0	0	.0	0	.0
84	92	1.7	33	2.8	75	2.9
83	0	.0	0	.0	0	.0
82	82	1.6	37	3.1	71	2.7
81	92	1.7	37	3.1	91	3.5
80	0	.0	0	.0	0	.0
79	99	1.9	25	2.1	82	3.1
78	0	.0	0	.0	0	.0
77	92	1.7	41	3.5	58	2.2
76	86	1.6	21	1.8	66	2.5
75	0	.0	0	.0	0	.0
74	0	.0	0	.0	0	.0
73	0	.0	0	.0	0	.0
72	188	3.6	39	3.3	134	5.1
71	0	.0	0	.0	0	.0
70	0	.0	0	.0	0	.0
69	96	1.8	12	1.0	48	1.8
68	102	1.9	18	1.5	73	2.8
67	0	.0	0	.0	0	.0
66	103	1.9	15	1.3	44	1.7
65	0	.0	0	.0	0	.0
64	76	1.4	15	1.3	53	2.0
63	103	1.9	17	1.4	53	2.0
62	0	.0	0	.0	0	.0
61	0	.0	0	.0	0	.0
60	189	3.6	31	2.6	105	4.0
59	0	.0	0	.0	0	.0
58	0	.0	0	.0	0	.0
57	90	1.7	3	.3	41	1.6
56	77	1.5	12	1.0	49	1.9
55	0	.0	0	.0	0	.0
54	0	.0	0	.0	0	.0
53	189	3.6	17	1.4	80	3.0
52	0	.0	0	.0	0	.0
51	0	.0	0	.0	0	.0
50	102	1.9	3	.3	39	1.5

	Schools					
	Public		Private		Parochial	
Percentile Scores: (Continued)	f	%	f	%	f	%
49	85	1.6	6	.5	36	1.4
48	0	.0	0	.0	0	.0
47	123	2.3	5	.4	33	1.3
46	69	1.3	4	.3	30	1.1
45	0	.0	0	.0	0	.0
44	120	2.3	2	.2	39	1.5
43	0	.0	0	.0	0	.0
42	83	1.6	4	.3	40	1.5
41	102	1.9	1	.1	26	1.0
40	0	.0	0	.0	0	.0
39	75	1.4	1	.1	25	1.0
38	90	1.7	1	.1	25	1.0
37	0	.0	0	.0	0	.0
36	79	1.5	2	.2	25	1.0
35	88	1.7	1	.1	30	1.1
34	0	.0	0	.0	0	.0
33	69	1.3	3	.3	26	1.0
32	85	1.6	0	.0	20	.8
31	66	1.2	1	.1	24	.9
30	0	.0	0	.0	0	.0
29	71	1.3	0	.0	21	.8
28	47	.9	1	.1	21	.8
27	0	.0	0	.0	0	.0
26	142	2.7	2	.2	36	1.4
25	0	.0	0	.0	0	.0
24	125	2.4	0	.0	35	1.3
23	0	.0	0	.0	0	.0
22	0	.0	0	.0	0	.0
21	138	2.6	2	.2	39	1.5
20	0	.0	0	.0	0	.0
19	47	.9	0	.0	16	.6
18	63	1.2	1	.1	8	.3
17	85	1.6	0	.0	25	1.0
16	0	.0	0	.0	0	.0
15	70	1.3	0	.0	21	.8
14	46	.9	1	.1	5	.2
13	48	.9	0	.0	10	.4
12	35	.7	2	.2	4	.2
11	80	1.5	0	.0	9	.3
10	0	.0	0	.0	0	.0
9	63	1.2	1	.1	13	.5
8	37	.7	2	.2	8	.3
7	54	1.0	0	.0	13	.5
6	48	.9	0	.0	9	.3
5	54	1.0	0	.0	5	.2
4	62	1.2	1	.1	8	.3
3	25	.5	0	.0	1	.0
2	36	.7	1	.1	4	.2
1	25	.5	2	.2	8	.3
	5290	100.6	1188	100.4	2628	100.4
No Response*	31	.6	10	.8	8	.3

* Respondents for which grade specificiations were either incorrect or incomplete were eliminated.

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CHAPTER IV

SUMMARY OF RESPONSES TO THE TEACHER QUESTIONNAIRE

The tables that follow present the responses to items in the Teacher Questionnaire, which is presented in Appendix B. The tables are presented in the order of the questions on the questionnaire, and the responses are separated according to public, private and parochial schools.

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CHAPTER IV

Responses to Teachers Questionnaire by 1450 Public School, 158 Private School and 146 Parochial School Teachers

(Frequencies and Percent)

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
YOUR BACKGROUND.						
1. Sex						
Male	803	55.9	102	65.0	49	33.8
Female	634	44.1	55	35.0	96	66.2
	1437	100.0	157	100.0	145	100.0
No Response	13	.8	1	.6	1	.7
2. Age						
25 or under	231	16.1	27	17.2	13	9.1
26-30	222	15.4	26	16.6	26	18.2
31-35	197	13.7	17	10.8	23	16.1
36-40	205	14.2	11	7.0	17	11.9
41-45	165	11.5	16	10.2	18	12.6
46-50	110	7.6	14	8.9	9	6.3
51-55	147	10.2	16	10.2	16	11.2
56-60	107	7.4	13	8.3	12	8.4
Over 60	55	3.8	17	10.8	9	6.3
	1439	99.9	157	100.0	143	100.1
No Response	11	.7	1	.6	3	2.1
3. Greatest amount of education completed						
High school	3	.2	0	.0	0	.0
Some college	13	.9	7	4.5	4	2.8
Bachelor's Degree	302	20.9	21	13.5	22	15.6
Bachelor's Degree, some credit toward Master's	575	39.8	46	29.7	49	34.8
Master's Degree	311	21.5	51	32.9	48	34.0
Master's Degree, some credit toward Ph.D.	238	16.5	28	18.1	18	12.8
Ph.D. or Ed.D.	3	.2	2	1.3	0	.0
	1445	100.0	155	100.0	141	100.0
No Response	5	.3	3	1.9	5	3.4

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
4. Which of the following best describes the educational institution that awarded your highest degree?						
Nonuniversity-affiliated teachers college	249	17.4	0	.0	3	2.1
University-affiliated teachers college or school of education	575	40.2	28	17.8	25	17.4
University (but not in the school of education)	300	21.0	74	47.1	56	38.9
Liberal arts college	288	20.2	44	28.0	51	35.4
Other	12	.8	8	5.1	6	4.2
No college degree	5	.3	3	1.9	3	2.1
	1429	99.9	157	99.9	144	100.1
No Response	21	1.4	1	.6	2	1.4
5. What was your major area of study leading to your highest degree?						
Education	353	24.4	17	10.7	18	12.4
Guidance	22	1.6	0	.0	4	2.7
Physical education or home economics	188	13.0	2	1.3	4	2.8
Psychology	10	.8	2	1.3	1	.7
Other social sciences	64	4.5	4	2.5	2	1.4
Natural sciences or mathematics	196	13.6	30	19.0	30	20.6
Humanities (English, history, etc.)	294	20.3	50	31.6	50	34.3
Languages	74	5.1	32	20.3	19	13.0
Other	244	16.9	21	13.3	18	12.3
	1446	100.2	158	100.0	146	100.2
No Response	4	.2	0	.0	0	.0
6. Approximately how many graduate or undergraduate courses in the following general area have you had? Tests and Measurements (sample course titles: Individual Testing; Analysis of the Individual; Psychological Measurements; Diagnostic Testing; Group Tests and Techniques; Mental Measurements; Personality Testing; etc.)?						
None	318	22.1	97	63.0	34	23.9
One	402	27.9	32	20.8	45	31.7
Two	338	23.5	14	9.1	25	17.6
Three	218	15.1	7	4.5	17	12.0
Four	83	5.8	2	1.3	10	7.0
Five or more	81	5.6	2	1.3	11	7.7
	1440	100.0	154	100.0	142	99.9
No Response	10	.6	4	2.5	4	2.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
7. Approximately how many graduate or undergraduate courses in the following general area have you had? Methods of research (sample course titles: Research in Education; Statistical Methods in Education and Psychology; Statistics; Educational Statistics; Methods in Educational Research; Research Design; etc.)?						
None	486	33.9	99	64.3	55	39.0
One	423	29.5	30	19.5	46	32.6
Two	267	18.6	14	9.1	14	9.9
Three	143	10.0	4	2.6	13	9.2
Four	57	4.0	3	1.9	5	3.5
Five or more	57	4.0	4	2.6	8	5.7
	1433	100.0	154	100.0	141	99.9
No Response	17	1.1	4	2.5	5	3.4
8. How many years have you spent teaching part-time in public schools?						
None	1185	81.7	142	89.9	132	90.4
1-4 years	207	14.3	14	8.9	11	7.6
5-9 years	37	2.6	1	.6	2	1.4
10-14 years	7	.4	1	.6	1	.7
15-19 years	5	.4	0	.0	0	.0
20-24 years	6	.4	0	.0	0	.0
25-29 years	1	.1	0	.0	0	.0
30 or more years	2	.1	0	.0	0	.0
	1450	100.0	158	100.0	146	100.1
No Response	0	.0	0	.0	0	.0
9. How many years have you spent teaching full-time in public schools?						
None	21	1.4	118	74.7	124	84.9
1-4 years	415	28.5	28	17.8	13	8.9
5-9 years	317	21.9	7	4.4	5	3.5
10-14 years	258	17.8	3	1.9	2	1.4
15-19 years	127	8.7	1	.6	2	1.4
20-24 years	99	6.9	0	.0	0	.0
25-29 years	71	5.0	0	.0	0	.0
30 or more years	142	9.8	1	.6	0	.0
	1450	100.0	158	100.0	146	100.1
No Response	0	.0	0	.0	0	.0
10. How many years have you spent teaching part-time in independent schools (not parochial or public)?						
None	1379	95.1	131	82.9	128	87.7
1-4 years	53	3.6	20	12.7	16	11.0
5-9 years	9	.6	3	1.8	1	.7
10-14 years	5	.4	2	1.2	0	.0
15-19 years	1	.1	1	.6	0	.0
20-24 years	3	.3	0	.0	0	.0
25-29 years	0	.0	0	.0	1	.7
30 or more years	0	.0	1	.6	0	.0
	1450	100.1	158	99.8	146	100.1
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
11. How may years have you spent teaching full-time in independent schools?						
None	1340	92.4	8	5.1	111	76.0
1-4 years	62	4.3	57	36.1	13	8.9
5-9 years	23	1.6	29	18.4	8	5.5
10-14 years	11	.7	21	13.3	4	2.8
15-19 years	4	.3	16	10.1	1	.7
20-24 years	4	.3	3	1.9	7	4.9
25-29 years	3	.3	4	2.6	2	1.4
30 or more years	3	.3	20	12.6	0	.0
	1450	100.2	158	100.1	146	100.2
No Response	0	.0	0	.0	0	.0
12. How many years have you spent teaching part-time in parochial schools?						
None	1430	98.6	155	98.1	130	89.0
1-4 years	18	1.2	2	1.2	15	10.3
5-9 years	1	.1	1	.6	1	.7
10-14 years	0	.0	0	.0	0	.0
15-19 years	0	.0	0	.0	0	.0
20-24 years	1	.1	0	.0	0	.0
25-29 years	0	.0	0	.0	0	.0
30 or more years	0	.0	0	.0	0	.0
	1450	100.0	158	99.9	146	100.0
No Response	0	.0	0	.0	0	.0
13. How many years have you spent teaching full-time in parochial schools?						
None	1426	98.3	153	96.8	22	15.1
1-4 years	16	1.1	4	2.5	41	28.0
5-9 years	6	.4	1	.6	18	12.5
10-14 years	0	.0	0	.0	19	12.9
15-19 years	0	.0	0	.0	12	8.3
20-24 years	1	.1	0	.0	10	6.9
25-29 years	1	.1	0	.0	9	6.1
30 or more years	0	.0	0	.0	15	10.4
	1450	100.0	158	99.9	146	100.2
No Response	0	.0	0	.0	0	.0
14. How many years have you held your present position?						
None	13	.9	3	1.9	2	1.4
1-4 years	658	45.8	82	52.2	98	68.0
5-9 years	356	24.7	27	17.1	26	18.0
10-14 years	164	11.3	21	13.4	3	2.1
15-19 years	105	7.3	10	6.4	5	3.5
20-24 years	57	4.0	2	1.2	5	3.5
25-29 years	32	2.2	3	1.9	3	2.1
30 or more years	55	3.7	9	5.6	2	1.4
	1440	99.9	157	99.7	144	100.0
No Response	10	.6	1	.6	2	1.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
15. Approximately what proportion of your in-school time is formally allocated at present to discussing school problems with students or parents?						
None	589	43.9	45	33.1	49	38.0
1-4%	258	19.3	29	21.3	30	23.2
5-9%	163	12.1	26	19.0	18	14.0
10-14%	172	12.7	23	16.8	17	13.3
15-19%	83	6.1	4	2.9	9	7.0
20-24%	38	2.9	7	5.1	5	3.9
25% or more	40	3.0	2	1.5	1	.8
	1343	100.0	136	99.7	129	100.2
No Response	107	7.3	22	13.9	17	11.6
16. Approximately what proportion of your in-school time do your spend discussing school problems with students or parents in addition to formally allocated hours?						
None	0	.0	0	.0	0	.0
1-4%	424	43.6	48	38.7	39	41.1
5-9%	301	30.9	28	22.6	24	25.4
10-14%	168	17.2	40	32.2	25	26.5
15-19%	27	2.8	3	2.4	5	5.3
20-24%	27	2.8	4	3.2	2	2.1
25% or more	25	2.5	1	.8	0	.0
	972	99.8	124	99.9	95	100.4
No Response	478	32.9	34	21.5	51	34.9
17. Have you had previous experience in counseling or guidance in education?						
Yes	199	16.3	44	31.9	52	41.6
No	1021	83.7	94	68.1	73	58.4
	1220	100.0	138	100.0	125	100.0
No Response	230	15.8	20	12.7	21	14.4
18. Have you had previous experience in an administrative position in education?						
Yes	155	12.9	33	24.6	25	20.5
No	1050	87.1	101	75.4	97	79.5
	1205	100.0	134	100.0	122	100.0
No Response	245	16.8	24	15.2	24	16.4
19. Have you had previous experience in a full-time position outside of education (not including summer employment)?						
Yes	515	40.0	58	43.9	38	30.6
No	773	60.0	74	56.1	86	69.4
	1288	100.0	132	100.0	124	100.0
No Response	162	11.1	26	16.5	22	15.1

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
20. Do you presently teach college preparatory students?						
Yes	986	85.2	155	98.1	128	94.8
No	171	14.8	3	1.9	7	5.2
	1157	100.0	158	100.0	135	100.0
No Response	293	20.2	0	.0	11	7.5
21. Do you presently teach vocational students?						
Yes	641	67.8	1	1.5	29	35.8
No	305	32.2	65	98.5	52	64.2
	946	100.0	66	100.0	81	100.0
No Response	504	34.7	92	58.2	65	44.5
22. Do you presently teach special sections for gifted pupils?						
Yes	169	23.6	32	42.1	30	39.5
No	546	76.4	44	57.9	46	60.5
	715	100.0	76	100.0	76	100.0
No Response	735	50.7	82	51.9	70	47.9
23. Do you presently teach special sections for retarded students?						
Yes	85	12.7	1	1.5	10	14.9
No	583	87.3	64	98.5	57	85.1
	668	100.0	65	100.0	67	100.0
No Response	782	53.9	93	58.9	79	54.1
24. Do you at present teach other kinds of students not specifically mentioned in Tables 20 through 23?						
Yes	363	52.5	5	9.3	17	30.4
No	328	47.5	49	90.7	39	69.6
	691	100.0	54	100.0	56	100.0
No Response	759	52.3	104	65.8	90	61.6
25-1. What percentage of your time is given to teaching English?						
None	1084	75.4	130	82.3	99	67.8
1-24%	72	5.0	0	.0	9	6.2
25-49%	42	3.0	0	.0	15	10.4
50-74%	44	3.2	4	2.5	10	6.9
75-98%	38	2.7	9	5.6	12	8.3
Full time	158	11.0	15	9.5	1	.7
	1438	100.3	158	99.9	146	100.3
No Response	12	.8	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
25-2. What percentage of your time is given to teaching Social Studies?						
None	1173	81.6	137	86.7	114	78.6
1-24%	39	2.7	2	1.3	5	3.5
25-49%	30	2.0	1	.6	6	4.2
50-74%	36	2.6	1	.6	6	4.2
75-98%	28	2.0	2	1.2	9	6.3
Full time	132	9.2	15	9.5	5	3.4
	1438	100.1	158	99.9	145	100.2
No Response	12	.8	0	.0	1	.7
25-3. What percentage of the time do you spend teaching Science?						
None	1209	84.0	135	85.4	114	78.6
1-24%	44	3.1	0	.0	4	2.8
25-49%	32	2.2	1	.6	5	3.5
50-74%	37	2.7	3	1.8	7	4.9
75-98%	15	1.1	7	4.4	7	5.6
Full time	102	7.1	12	7.6	8	4.8
	1439	100.2	158	99.8	145	100.2
No Response	11	.7	0	.0	1	.7
25-4. What percentage of the time do you spend teaching Mathematics?						
None	1206	83.8	124	78.5	112	77.2
1-24%	44	3.0	1	.6	5	3.5
25-49%	36	2.4	3	1.9	6	4.2
50-74%	29	2.0	5	3.1	7	4.9
75-98%	21	1.5	4	2.5	9	6.2
Full time	103	7.2	21	13.3	6	4.1
	1439	99.9	158	99.9	145	100.1
No Response	11	.7	0	.0	1	.7
25-5. What percentage of the time do you spend teaching foreign languages?						
None	1289	90.2	119	75.3	113	77.9
1-24%	18	1.3	0	.0	3	2.1
25-49%	32	2.3	0	.0	7	4.9
50-74%	15	.9	3	1.8	4	2.8
75-98%	11	.8	2	1.2	6	4.1
Full time	65	4.5	34	21.5	12	8.3
	1439	100.0	158	99.8	145	100.0
No Response	11	.7	0	.0	1	.7
25-6. What percentage of the time do you spend teaching commercial subjects (shorthand, typing)?						
None	1267	88.1	158	100.0	131	90.3
1-24%	11	.8	0	.0	0	.0
25-49%	21	1.5	0	.0	1	.7
50-74%	18	1.3	0	.0	5	3.5
75-98%	16	1.1	0	.0	4	2.8
Full time	105	7.3	0	.0	4	2.8
	1438	100.1	158	100.0	145	100.1
No Response	12	.8	0	.0	1	.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
25-7. What percentage of the time do you spend teaching Art or Music?						
None	1325	92.1	144	91.1	138	95.2
1-24%	25	1.8	3	1.8	4	2.8
25-49%	4	.4	1	.6	0	.0
50-74%	13	1.0	0	.0	2	1.4
75-98%	6	.6	1	.6	0	.0
Full time	65	4.5	9	5.7	1	.7
	1438	100.4	158	99.8	145	100.1
No Response	12	.8	0	.0	1	.7
25-8. What percentage of the time do you spend teaching Physical Education?						
None	1267	88.2	140	88.6	138	95.2
1-24%	37	2.5	15	9.4	3	2.1
25-49%	23	1.6	2	1.3	1	.7
50-74%	31	2.2	0	.0	2	1.4
75-98%	22	1.5	0	.0	0	.0
Full time	56	3.9	1	.6	1	.7
	1436	99.9	158	99.9	145	100.1
No Response	14	.9	0	.0	1	.7
25-9. What percentage of the time do you spend teaching subjects other than those specified in Tables 25-1 through 25-8?						
None	1010	70.3	134	84.8	63	43.2
1-24%	72	4.8	4	2.5	48	32.9
25-49%	68	4.8	8	5.0	23	15.8
50-74%	58	4.1	1	.6	6	4.1
75-98%	35	2.4	1	.6	2	1.4
Full time	193	13.4	10	6.3	4	2.7
	1436	99.8	158	99.8	146	100.1
No Response	14	.9	0	.0	0	.0
26. How accurate do you feel most standardized intelligence or aptitude tests are in measuring a student's potential?						
Much better than other measures of ability (e.g., teacher evaluations, nonstandardized tests)	356	24.8	23	14.9	56	39.2
Slightly better than other measures	635	44.2	60	39.0	53	37.1
No better than other measures	289	20.1	39	25.3	18	12.6
Not so good as other measures	62	4.3	14	9.1	9	6.3
Much worse than other measures	10	.7	1	.6	0	.0
No opinion	86	6.0	17	11.0	7	4.9
	1438	100.1	154	99.9	143	100.1
No Response	12	.8	4	2.5	3	2.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%

27. Which one of the following kinds of information do you feel provides the single most accurate measure of a student's intellectual ability?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Grade average	211	14.8	24	15.9	23	15.9
Parents' opinions	3	.2	0	.0	1	.7
Standardized achievement-test scores	390	27.4	18	11.9	33	22.8
IQ or scholastic aptitude-test scores	546	38.3	57	37.7	61	42.1
Teacher recommendations	256	18.0	49	32.5	25	17.2
The student's own opinion	12	.8	1	.7	1	.7
Peers' opinions	7	.5	2	1.3	1	.7
	1425	100.0	151	100.0	145	100.0
No Response	25	1.7	7	4.4	1	.7

28. Which one of the following kinds of information do you feel provides the second most accurate measure of a student's intellectual ability?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Grade average	248	17.4	37	24.5	31	21.5
Parents' opinions	6	.4	0	.0	0	.0
Standardized achievement-test scores	504	35.3	39	25.8	52	36.1
IQ or scholastic aptitude-test scores	373	26.1	40	26.5	34	23.6
Teacher recommendations	287	20.1	32	21.2	22	15.3
The student's own opinion	3	.2	1	.7	0	.0
Peers' opinions	6	.4	2	1.3	5	3.5
	1427	99.9	151	100.0	144	100.0
No Response	23	1.5	7	4.4	2	1.4

29. Which one of the following kinds of information do you feel provides the third most accurate measure of a student's intellectual ability?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Grade average	443	31.2	42	28.6	37	25.7
Parents' opinions	10	.7	0	.0	1	.7
Standardized achievement-test scores	310	21.8	33	22.4	29	20.1
IQ or scholastic aptitude-test scores	254	17.9	27	18.4	29	20.1
Teacher recommendations	354	24.9	34	23.1	43	29.9
The student's own opinion	19	1.3	2	1.4	3	2.1
Peers' opinions	31	2.2	9	6.1	2	1.4
	1421	100.0	147	100.0	144	100.0
No Response	29	1.9	11	7.0	2	1.4

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
In questions 30-72, we should like to know how much weight you think should be given to several different kinds of information, including test scores, in making decisions about a student or advising him about his future plans.						
30. How much weight should be given to intelligence-test scores in assigning a student to an accelerated track or special class for advanced students?						
None	27	1.9	2	1.4	2	1.4
A very slight amount	32	2.2	3	2.0	1	.7
A fairly slight amount	53	3.7	6	4.1	4	2.8
A moderate amount	509	35.5	53	35.8	48	33.8
A fairly great amount	617	43.0	71	48.0	69	48.6
A great amount	197	13.7	13	8.8	18	12.7
	1435	100.0	148	100.1	142	100.0
No Response	15	1.0	10	6.3	4	2.7
31. How much weight should be given to intelligence-test scores in assigning a student to a special class for slow students?						
None	27	1.9	3	2.0	3	2.1
A very slight amount	33	2.3	3	2.0	3	2.1
A fairly slight amount	73	5.1	16	10.8	10	7.0
A moderate amount	554	38.6	59	39.9	58	40.8
A fairly great amount	514	35.8	58	39.2	46	32.4
A great amount	235	16.4	9	6.1	22	15.5
	1436	100.1	148	100.0	142	99.9
No Response	14	.9	10	6.3	4	2.7
32. How much weight should be given to intelligence-test scores in writing a recommendation for college admissions or scholarship aid?						
None	62	4.3	10	6.8	1	.7
A very slight amount	107	7.5	17	11.5	4	2.8
A fairly slight amount	160	11.2	25	16.9	17	12.1
A moderate amount	699	48.8	72	48.6	77	54.6
A fairly great amount	334	23.3	22	14.9	36	25.5
A great amount	71	5.0	2	1.4	6	4.3
	1433	100.1	148	100.1	141	100.0
No Response	17	1.1	10	6.3	5	3.4
33. How much weight should be given to intelligence-test scores in allowing a student to take extra courses?						
None	34	2.4	7	4.8	0	.0
A very slight amount	77	5.4	16	11.0	3	2.1
A fairly slight amount	167	11.7	19	13.1	13	9.2
A moderate amount	611	42.7	47	32.4	61	43.3
A fairly great amount	428	29.9	39	26.9	48	34.0
A great amount	114	8.0	17	11.7	16	11.3
	1431	100.1	145	99.9	141	99.9
No Response	19	1.2	13	8.2	5	3.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%

34. How much weight should be given to intelligence-test scores in counseling a student on occupational plans?

	Public f	Public %	Private f	Private %	Parochial f	Parochial %
None	22	1.5	4	2.7	0	.0
A very slight amount	65	4.5	17	11.5	3	2.2
A fairly slight amount	137	9.6	26	17.6	12	8.6
A moderate amount	668	46.6	65	43.9	71	51.1
A fairly great amount	411	28.7	30	20.3	46	33.1
A great amount	130	9.1	6	4.1	7	5.0
	1433	100.0	148	100.1	139	100.0
No Response	17	1.1	10	6.3	7	4.8

35. How much weight should be given to intelligence-test scores in counseling a student about his choice of a college?

	Public f	Public %	Private f	Private %	Parochial f	Parochial %
None	44	3.1	3	2.0	2	1.4
A very slight amount	65	4.6	7	4.8	5	3.6
A fairly slight amount	146	10.2	21	14.3	9	6.4
A moderate amount	572	40.1	57	38.8	60	42.9
A fairly great amount	444	31.2	48	32.7	49	35.0
A great amount	154	10.8	11	7.5	15	10.7
	1425	100.0	147	100.1	140	100.0
No Response	25	1.7	11	7.0	6	4.1

36. How much weight should be given to standardized achievement-test scores in assigning a student to an accelerated track or a special class (or classes) for advanced students?

	Public f	Public %	Private f	Private %	Parochial f	Parochial %
None	18	1.3	5	3.4	0	.0
A very slight amount	25	1.8	2	1.4	0	.0
A fairly slight amount	69	4.8	10	6.8	6	4.3
A moderate amount	442	31.0	48	32.7	38	27.3
A fairly great amount	588	41.2	64	43.5	58	41.7
A great amount	284	19.9	18	12.2	37	26.6
	1426	100.0	147	100.0	139	99.9
No Response	24	1.6	11	7.0	7	4.8

37. How much weight should be given to standardized achievement-test scores in assigning a student to a special class (or classes) for slow students?

	Public f	Public %	Private f	Private %	Parochial f	Parochial %
None	13	.9	4	2.7	1	.7
A very slight amount	37	2.6	3	2.0	1	.7
A fairly slight amount	98	6.9	21	14.3	10	7.2
A moderate amount	481	33.7	62	42.2	44	31.7
A fairly great amount	543	38.0	42	28.6	52	37.4
A great amount	257	18.0	15	10.2	31	22.3
	1429	100.1	147	100.0	139	100.0
No Response	21	1.4	11	7.0	7	4.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
38. How much weight should be given to standardized achievement-test scores in writing a recommendation for college admissions or scholarship aid?						
None	42	2.9	8	5.4	1	.7
A very slight amount	51	3.6	9	6.1	2	1.4
A fairly slight amount	133	9.3	24	16.3	6	4.3
A moderate amount	564	39.6	62	42.2	56	40.3
A fairly great amount	479	33.6	38	25.9	58	41.7
A great amount	155	10.9	6	4.1	16	11.5
	1424	99.9	147	100.0	139	99.9
No Response	26	1.7	11	7.0	7	4.8
39. How much weight should be given to standardized achievement-test scores in assigning grades?						
None	393	27.8	69	47.6	36	26.3
A very slight amount	199	14.1	14	9.7	21	15.3
A fairly slight amount	198	14.0	15	10.3	18	13.1
A moderate amount	393	27.8	34	23.4	42	30.7
A fairly great amount	177	12.5	11	7.6	14	10.2
A great amount	54	3.8	2	1.4	6	4.4
	1414	100.0	145	100.0	137	100.0
No Response	36	2.4	13	8.2	9	6.2
40. How much weight should be given to standardized achievement-test scores in allowing a student to take extra courses?						
None	41	2.9	13	8.8	1	.7
A very slight amount	93	6.6	16	10.9	3	2.2
A fairly slight amount	172	12.1	24	16.3	15	10.8
A moderate amount	527	37.2	52	35.4	53	38.1
A fairly great amount	473	33.4	31	21.1	56	40.3
A great amount	111	7.8	11	7.5	11	7.9
	1417	100.0	147	100.0	139	100.0
No Response	33	2.2	11	7.0	7	4.8
41. How much weight should be given to standardized achievement-test scores in counseling a student on occupational plans?						
None	22	1.6	9	6.1	0	.0
A very slight amount	66	4.7	18	12.2	4	2.9
A fairly slight amount	148	10.4	29	19.7	12	8.6
A moderate amount	623	43.9	56	38.1	62	44.6
A fairly great amount	430	30.3	28	19.0	47	33.8
A great amount	130	9.2	7	4.8	14	10.1
	1419	100.1	147	99.9	139	100.0
No Response	31	2.1	11	7.0	7	4.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
42. How much weight should be given to standardized achievement-test scores in counseling a student about his choice of a college?						
None	43	3.0	6	4.1	2	1.4
A very slight amount	70	4.9	12	8.2	3	2.2
A fairly slight amount	148	10.4	19	12.9	8	5.8
A moderate amount	554	39.0	54	36.7	60	43.2
A fairly great amount	444	31.2	48	32.7	49	35.3
A great amount	162	11.4	8	5.4	17	12.2
	1421	99.9	147	100.0	139	100.1
No Response	29	1.9	11	7.0	7	4.8
43. How much weight should be given to over-all grade average in assigning a student to an accelerated track or special class (or classes) for advanced students?						
None	16	1.1	0	.0	1	.7
A very slight amount	31	2.2	4	2.8	2	1.4
A fairly slight amount	66	4.6	5	3.4	5	3.6
A moderate amount	341	23.8	33	22.8	35	25.2
A fairly great amount	617	43.1	70	48.3	59	42.4
A great amount	360	25.2	33	22.8	37	26.6
	1431	100.0	145	100.1	139	99.9
No Response	19	1.2	13	8.2	7	4.8
44. How much weight should be given to over-all grade average in assigning a student to a special class (or classes) for slow students?						
None	16	1.1	1	.7	3	2.2
A very slight amount	50	3.5	7	4.8	1	.7
A fairly slight amount	111	7.8	9	6.2	9	6.5
A moderate amount	400	28.0	40	27.6	37	26.6
A fairly great amount	546	38.2	60	41.4	54	38.8
A great amount	308	21.5	28	19.3	35	25.2
	1431	100.1	145	100.0	139	100.0
No Response	19	1.2	13	8.2	7	4.8
45. How much weight should be given to over-all grade average in writing a recommendation for college admissions or scholarship aid?						
None	13	.9	0	.0	0	.0
A very slight amount	21	1.5	1	.7	0	.0
A fairly slight amount	53	3.7	7	4.9	2	1.4
A moderate amount	390	27.3	33	22.9	34	24.3
A fairly great amount	621	43.5	67	46.5	66	47.1
A great amount	331	23.2	36	25.0	38	27.1
	1429	100.1	144	100.0	140	99.9
No Response	21	1.4	14	8.9	6	4.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
46. How much weight should be given to over-all grade average in allowing a student to take extra courses?						
None	10	.7	0	.0	1	.7
A very slight amount	19	1.3	0	.0	0	.0
A fairly slight amount	53	3.7	7	4.9	1	.7
A moderate amount	335	23.5	27	18.9	32	22.9
A fairly great amount	660	46.2	66	46.2	62	44.3
A great amount	351	24.6	43	30.1	44	31.4
	1428	100.0	143	100.1	140	100.0
No Response	22	1.4	15	9.5	6	4.1
47. How much weight should be given to over-all grade average in counseling a student on occupational plans?						
None	6	.4	3	2.1	1	.7
A very slight amount	44	3.1	12	8.3	1	.7
A fairly slight amount	117	8.2	17	11.8	2	1.4
A moderate amount	600	42.0	64	44.4	62	44.3
A fairly great amount	510	35.7	39	27.1	48	34.3
A great amount	150	10.5	9	6.2	26	18.6
	1427	99.9	144	99.9	140	100.0
No Response	23	1.5	14	8.9	6	4.1
48. How much weight should be given to over-all grade average in counseling a student about his choice of a college?						
None	14	1.0	1	.7	3	2.1
A very slight amount	43	3.0	1	.7	1	.7
A fairly slight amount	76	5.3	9	6.2	3	2.1
A moderate amount	471	33.1	36	25.0	40	28.6
A fairly great amount	557	39.1	67	46.5	60	42.9
A great amount	262	18.4	30	20.8	33	23.6
	1423	99.9	144	99.9	140	100.0
No Response	27	1.8	14	8.9	6	4.1
49. How much weight should be given to personality-test scores in assigning a student to an accelerated track or special class (or classes) for advanced students?						
None	221	15.6	36	26.3	22	16.2
A very slight amount	348	24.5	51	37.2	30	22.1
A fairly slight amount	307	21.6	23	16.8	33	24.3
A moderate amount	383	27.0	17	12.4	38	27.9
A fairly great amount	117	8.2	7	5.1	9	6.6
A great amount	45	3.2	3	2.2	4	2.9
	1421	100.1	137	100.0	136	100.0
No Response	29	1.9	21	13.3	10	6.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
50. How much weight should be given to personality-test scores in assigning a student to a special class (or classes) for slow students?						
None	202	14.2	31	22.6	22	16.1
A very slight amount	298	21.0	46	33.6	28	20.4
A fairly slight amount	287	20.2	25	18.2	29	21.2
A moderate amount	400	28.1	25	18.2	38	27.7
A fairly great amount	171	12.0	8	5.8	14	10.2
A great amount	64	4.5	2	1.5	6	4.4
	1422	100.0	137	99.9	137	100.0
No Response	28	1.9	21	13.3	9	6.2
51. How much weight should be given to personality-test scores in writing a recommendation for college admissions or scholarship aid?						
None	123	8.6	26	19.0	6	4.4
A very slight amount	195	13.7	19	13.9	20	14.6
A fairly slight amount	256	18.0	19	13.9	25	18.2
A moderate amount	495	34.8	41	29.9	53	38.7
A fairly great amount	282	19.8	25	18.2	27	19.7
A great amount	72	5.1	7	5.1	6	4.4
	1423	100.0	137	100.0	137	100.0
No Response	27	1.8	21	13.3	9	6.2
52. How much weight should be given to personality-test scores in allowing a student to take extra courses?						
None	267	18.8	48	35.0	31	22.6
A very slight amount	303	21.4	32	23.4	27	19.7
A fairly slight amount	338	23.8	19	13.9	28	20.4
A moderate amount	361	25.5	25	18.2	37	27.0
A fairly great amount	128	9.0	12	8.8	9	6.6
A great amount	21	1.5	1	.7	5	3.6
	1418	100.0	137	100.0	137	99.9
No Response	32	2.1	21	13.3	9	6.2
53. How much weight should be given to personality-test scores in counseling a student on occupational plans?						
None	51	3.6	13	9.5	0	.0
A very slight amount	101	7.1	14	10.2	7	5.1
A fairly slight amount	156	11.0	21	15.3	11	8.0
A moderate amount	405	28.5	44	32.1	41	29.9
A fairly great amount	479	33.7	30	21.9	52	38.0
A great amount	231	16.2	15	10.9	26	19.0
	1423	100.1	137	99.9	137	100.0
No Response	27	1.8	21	13.3	9	6.2

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
54. How much weight should be given to personality-test scores in counseling student about his choice of a college?						
None	108	7.6	20	14.6	6	4.4
A very slight amount	191	13.5	21	15.3	20	14.6
A fairly slight amount	264	18.6	18	13.1	25	18.2
A moderate amount	477	33.6	44	32.1	44	32.1
A fairly great amount	289	20.4	28	20.4	31	22.6
A great amount	90	6.3	6	4.4	11	8.0
	1419	100.0	137	99.9	137	99.9
No Response	31	2.1	21	13.3	9	6.2
55. How much weight should be given to vocational-interest-inventory scores in assigning a student to an accelerated track or a special class (or classes) for advanced students?						
None	121	8.5	30	22.6	8	5.8
A very slight amount	177	12.4	29	21.8	16	11.7
A fairly slight amount	220	15.5	17	12.8	20	14.6
A moderate amount	452	31.8	35	26.3	47	34.3
A fairly great amount	319	22.4	20	15.0	35	25.5
A great amount	133	9.4	2	1.5	11	8.0
	1422	100.0	133	100.0	137	99.9
No Response	28	1.9	25	15.8	9	6.2
56. How much weight should be given to vocational-interest-inventory scores in assigning a student to a special class (or classes) for slow students?						
None	140	9.8	37	27.8	12	8.8
A very slight amount	196	13.8	25	18.8	18	13.1
A fairly slight amount	233	16.4	18	13.5	23	16.8
A moderate amount	436	30.7	34	25.6	37	27.0
A fairly great amount	296	20.8	19	14.3	34	24.8
A great amount	121	8.5	0	.0	13	9.5
	1422	100.0	133	100.0	137	100.0
No Response	28	1.9	25	15.8	9	6.2
57. How much weight should be given to vocational-interest-inventory scores in writing a recommendation for college admissions or scholarship aid?						
None	128	9.0	29	21.8	16	11.7
A very slight amount	172	12.1	17	12.8	9	6.6
A fairly slight amount	214	15.1	22	16.5	24	17.5
A moderate amount	469	33.0	41	30.8	44	32.1
A fairly great amount	335	23.6	20	15.0	31	22.6
A great amount	102	7.2	4	3.0	13	9.5
	1420	100.0	133	99.9	137	100.0
No Response	30	2.0	25	15.8	9	6.2

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
58. How much weight should be given to vocational-interest-inventory scores in allowing a student to take extra courses?						
None	143	10.1	33	24.8	11	8.1
A very slight amount	192	13.5	25	18.8	19	14.1
A fairly slight amount	236	16.7	23	17.3	23	17.0
A moderate amount	480	33.9	36	27.1	47	34.8
A fairly great amount	271	19.1	15	11.3	27	20.0
A great amount	95	6.7	1	.8	8	5.9
	1417	100.0	133	100.1	135	99.9
No Response	33	2.2	25	15.8	11	7.5
59. How much weight should be given to vocational-interest-inventory scores in counseling a student on occupational plans?						
None	18	1.3	8	6.0	2	1.5
A very slight amount	50	3.5	6	4.5	1	.7
A fairly slight amount	68	4.8	14	10.5	5	3.6
A moderate amount	280	19.7	36	27.1	20	14.6
A fairly great amount	473	33.3	40	30.1	53	38.7
A great amount	533	37.5	29	21.8	56	40.9
	1422	100.1	133	100.0	137	100.0
No Response	28	1.9	25	15.8	9	6.2
60. How much weight should be given to vocational-interest-inventory scores in counseling a student about his choice of a college?						
None	51	3.6	13	9.8	2	1.5
A very slight amount	80	5.6	10	7.5	5	3.6
A fairly slight amount	116	8.2	19	14.3	8	5.8
A moderate amount	406	28.6	36	27.1	37	27.0
A fairly great amount	469	33.0	41	30.8	54	39.4
A great amount	298	21.0	14	10.5	31	22.6
	1420	100.0	133	100.0	137	99.9
No Response	30	2.0	25	15.8	9	6.2
61. How much weight should be given to recommendations of former teachers in assigning a student to an accelerated track or a special class (or classes) for advanced students?						
None	22	1.5	2	1.4	0	.0
A very slight amount	55	3.9	4	2.8	5	3.6
A fairly slight amount	121	8.5	3	2.1	13	9.4
A moderate amount	432	30.3	30	21.1	48	34.5
A fairly great amount	551	38.6	70	49.3	48	34.5
A great amount	245	17.2	33	23.2	25	18.0
	1426	100.0	142	99.9	139	100.0
No Response	24	1.6	16	10.1	7	4.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
62. How much weight should be given to recommendations of former teachers in assigning a student to a special class (or classes) for slow students?						
None	19	1.3	2	1.4	1	.7
A very slight amount	57	4.0	2	1.4	2	1.4
A fairly slight amount	117	8.2	6	4.2	12	8.6
A moderate amount	424	29.7	27	19.0	51	36.7
A fairly great amount	568	39.7	73	51.4	47	33.8
A great amount	244	17.1	32	22.5	26	18.7
	1429	100.0	142	99.9	139	99.9
No Response	21	1.4	16	10.1	7	4.8
63. How much weight should be given to recommendations of former teachers in writing a recommendation for college admissions or scholarship aid?						
None	53	3.7	2	1.4	3	2.2
A very slight amount	75	5.3	8	5.6	8	5.8
A fairly slight amount	141	9.9	7	4.9	14	10.1
A moderate amount	507	35.5	34	23.9	52	37.4
A fairly great amount	478	33.5	64	45.1	40	28.8
A great amount	173	12.1	27	19.0	22	15.8
	1427	100.0	142	99.9	139	100.1
No Response	23	1.5	16	10.1	7	4.8
64. How much weight should be given to recommendations of former teachers in allowing a student to take extra courses?						
None	43	3.0	1	.7	2	1.4
A very slight amount	78	5.5	7	4.9	5	3.6
A fairly slight amount	153	10.7	6	4.2	12	8.6
A moderate amount	477	33.4	34	23.9	57	41.0
A fairly great amount	504	35.3	66	46.5	40	28.8
A great amount	172	12.1	28	19.7	23	16.5
	1427	100.0	142	99.9	139	99.9
No Response	23	1.5	16	10.1	7	4.8
65. How much weight should be given to recommendations of former teachers in counseling a student on occupational plans?						
None	59	4.1	4	2.8	3	2.2
A very slight amount	121	8.5	12	8.5	9	6.5
A fairly slight amount	229	16.1	24	17.0	22	15.8
A moderate amount	603	42.3	51	36.2	59	42.4
A fairly great amount	324	22.7	39	27.7	37	26.6
A great amount	89	6.2	11	7.8	9	6.5
	1425	99.9	141	100.0	139	100.0
No Response	25	1.7	17	10.8	7	4.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
66. How much weight should be given to recommendations of former teachers in counseling a student about his choice of a college?						
None	72	5.1	2	1.4	5	3.6
A very slight amount	150	10.5	10	7.0	14	10.1
A fairly slight amount	267	18.7	17	12.0	23	16.5
A moderate amount	531	37.3	51	35.9	52	37.4
A fairly great amount	303	21.3	50	35.2	35	25.2
A great amount	101	7.1	12	8.5	10	7.2
	1424	100.0	142	100.0	139	100.0
No Response	26	1.7	16	10.1	7	4.8
67. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in assigning a student to an accelerated track or a special class (or classes) for advanced students?						
None	755	53.3	91	64.5	75	54.0
A very slight amount	284	20.1	28	19.9	28	20.1
A fairly slight amount	176	12.4	11	7.8	10	7.2
A moderate amount	153	10.8	7	5.0	16	11.5
A fairly great amount	36	2.5	3	2.1	7	5.0
A great amount	12	.8	1	.7	3	2.2
	1416	99.9	141	100.0	139	100.0
No Response	34	2.3	17	10.8	7	4.8
68. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in assigning a student to a special class (or classes) for slow students?						
None	679	47.8	88	62.0	65	46.8
A very slight amount	305	21.5	22	15.5	30	21.6
A fairly slight amount	196	13.8	14	9.9	11	7.9
A moderate amount	175	12.3	14	9.9	20	14.4
A fairly great amount	43	3.0	3	2.1	12	8.6
A great amount	22	1.5	1	.7	1	.7
	1420	99.9	142	100.1	139	100.0
No Response	30	2.0	16	10.1	7	4.8
69. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in writing a recommendation for college admissions or scholarship aid?						
None	249	17.5	25	17.9	14	10.0
A very slight amount	169	11.9	23	16.4	8	5.7
A fairly slight amount	177	12.5	15	10.7	11	7.9
A moderate amount	283	19.9	30	21.4	41	29.3
A fairly great amount	305	21.5	24	17.1	34	24.3
A great amount	238	16.7	23	16.4	32	22.9
	1421	100.0	140	99.9	140	100.1
	29	1.9	18	11.4	6	4.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
70. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in allowing a student to take extra courses?						
None	736	52.1	94	66.7	65	47.1
A very slight amount	267	18.9	23	16.3	36	26.1
A fairly slight amount	166	11.8	11	7.8	13	9.4
A moderate amount	169	12.0	9	6.4	16	11.6
A fairly great amount	56	4.0	3	2.1	7	5.1
A great amount	18	1.3	1	.7	1	.7
	1412	100.1	141	100.1	138	100.0
No Response	38	2.6	17	10.8	8	5.5
71. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in counseling a student on occupational plans?						
None	245	17.3	28	19.9	25	17.9
A very slight amount	259	18.3	40	28.4	19	13.6
A fairly slight amount	245	17.3	29	20.6	17	12.1
A moderate amount	398	28.1	24	17.0	50	35.7
A fairly great amount	190	13.4	17	12.1	20	14.3
A great amount	80	5.6	3	2.1	9	6.4
	1417	100.0	141	100.1	140	100.0
No Response	33	2.2	17	10.8	6	4.1
72. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in counseling a student on his choice of a college?						
None	149	10.5	18	12.8	6	4.3
A very slight amount	148	10.4	31	22.0	11	7.9
A fairly slight amount	167	11.7	31	22.0	15	10.7
A moderate amount	386	27.1	36	25.5	41	29.3
A fairly great amount	347	24.4	19	13.5	38	27.1
A great amount	226	15.9	6	4.3	29	20.7
	1423	100.0	141	100.1	140	100.0
No Response	27	1.8	17	10.8	6	4.1
73. In cases where a student's aptitude or IQ scores are considerably higher than other indications of his ability (e.g., grades, achievement-test scores), what effect would this be likely to have on the amount of weight you would give to the IQ scores in making decisions like those specified in the preceding questions?						
Considerably more weight	138	9.8	16	11.2	12	8.5
Slightly more weight	356	25.3	34	23.8	36	25.4
Slightly less weight	302	21.4	30	21.0	34	23.9
Considerably less weight	246	17.5	23	16.1	32	22.5
It would probably not have any effect	211	15.0	21	14.7	15	10.6
I don't know	155	11.0	19	13.3	13	9.2
	1408	100.0	143	100.1	142	100.1
No Response	42	2.8	15	9.5	4	2.7

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
74. In cases where a student's aptitude or IQ scores are considerably lower than other indications of his ability (e.g., grades, achievement-test scores), what effect would this be likely to have on the amount of weight you would give to the IQ scores in making decisions like those given in the preceding questions?						
Considerably more weight	105	7.5	8	5.6	12	8.5
Slightly more weight	253	18.0	26	18.2	31	21.8
Slightly less weight	387	27.6	35	24.5	36	25.4
Considerably less weight	313	22.3	40	28.0	38	26.8
It would probably not have any effect	191	13.6	17	11.9	14	9.9
I don't know	154	11.0	17	11.9	11	7.7
	1403	100.0	143	100.1	142	100.1
No Response	47	3.2	15	9.5	4	2.7
75. How do you feel about the use of standardized achievement-test scores by school administrators for evaluating the effectiveness of teachers?						
This is almost always the best way of evaluating a teacher's effectiveness	8	.6	2	1.5	1	.7
This is sometimes the best way of evaluating a teacher's effectiveness	275	19.7	29	21.3	43	30.5
This is a relatively poor way of evaluating a teacher's effectiveness	665	47.7	74	54.4	73	51.8
Achievement test scores should never be used for evaluating a teacher's effectiveness	445	31.9	31	22.8	24	17.0
	1393	99.9	136	100.0	141	100.0
No Response	57	3.9	22	13.9	5	3.4
76. How do you feel about the number of school-sponsored standardized tests that are given in your school?						
Far too many tests are given	47	3.3	5	3.3	4	2.8
Too many tests are given	117	8.2	24	16.0	25	17.5
About the right number of tests are given	779	54.7	87	58.0	80	55.9
Too few tests are given	169	11.9	3	2.0	13	9.1
Far too few tests are given	35	2.5	1	.7	1	.7
No opinion	276	19.4	30	20.0	20	14.0
	1423	100.0	150	100.0	143	100.0
No Response	27	1.8	8	5.1	3	2.1

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
77. How do you feel about the amount of use that is made of scores on school-sponsored standardized tests in your school?						
Much more use should be made of test scores	294	20.6	12	7.9	30	21.0
Slightly more use should be made of test scores	355	24.9	23	15.2	35	24.5
About the right amount of use is being made of test scores	413	29.0	66	43.7	46	32.2
Slightly less use should be made of test scores	54	3.8	9	6.0	8	5.6
Much less use should be made of test scores	35	2.5	5	3.3	3	2.1
No opinion	275	19.3	36	23.8	21	14.7
	1426	100.1	151	99.9	143	100.1
No Response	24	1.6	7	4.4	3	2.1
78. How do you feel about the ways in which scores on school-sponsored standardized tests are being used in your school?						
Very different uses should be made of test scores	153	10.8	7	4.7	19	13.4
Slightly different uses should be made of test scores	285	20.1	28	18.7	26	18.3
Test scores are used in about the right ways	496	35.0	68	45.3	51	35.9
No opinion	485	34.2	47	31.3	46	32.4
	1419	100.1	150	100.0	142	100.0
No Response	31	2.1	8	5.1	4	2.7
79. How do you feel about the number of externally-sponsored tests that are given in your school?						
Far too many externally sponsored tests are given	36	2.5	3	2.0	2	1.4
Too many tests are given	97	6.8	28	18.8	25	17.5
About the right number of tests are given	510	35.9	69	46.3	64	44.8
Too few tests are given	108	7.6	2	1.3	4	2.8
Far too few tests are given	31	2.2	0	.0	4	2.8
No opinion	638	44.9	47	31.5	44	30.8
	1420	99.9	149	99.9	143	100.1
No Response	30	2.0	9	5.7	3	2.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
80. How familiar are you with the Stanford-Binet Intelligence Test?						
I have never heard of the test	64	4.5	20	13.2	11	7.7
I recognize the name but have no other knowledge about the test	186	13.1	18	11.8	21	14.8
I know what the test measures only in a general way	582	41.0	72	47.4	46	32.4
I have examined (or studied about) the test and am familiar with it	586	41.3	42	27.6	64	45.1
	1418	99.9	152	100.0	142	100.0
No Response	31	2.1	6	3.8	4	2.7
81. How familiar are you with the Wechsler Intelligence Scales?						
I have never heard of the test	570	40.7	57	38.5	79	56.4
I recognize the name but have no other knowledge about the test	303	21.6	31	20.9	24	17.1
I know what the test measures only in a general way	319	22.8	44	29.7	20	14.3
I have examined (or studied about) the test and am familiar with it	210	15.0	16	10.8	17	12.1
	1402	100.1	148	99.9	140	99.9
No Response	48	3.2	10	6.3	6	4.1
82. How familiar are you with the Bell Adjustment Inventory?						
I have never heard of the test	844	60.5	118	80.3	94	66.7
I recognize the name but have no other knowledge about the test	322	23.1	22	15.0	26	18.4
I know what the test measures only in a general way	158	11.3	3	2.0	16	11.3
I have examined (or studied about) the test and am familiar with it	70	5.0	4	2.7	5	3.5
	1394	99.9	147	100.0	141	99.9
No Response	56	3.8	11	7.0	5	3.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
83. How familiar are you with the Strong Vocational Interest Blanks?						
I have never heard of the test	708	50.8	96	65.8	79	56.0
I recognize the name but have no other knowledge about the test	251	18.0	22	15.1	27	19.1
I know what the test measures only in a general way	234	16.8	16	11.0	21	14.9
I have examined (or studied about) the test and am familiar with it	202	14.5	12	8.2	14	9.9
	1395	100.1	146	100.1	141	99.9
No Response	55	3.7	12	7.6	5	3.4
84. How familiar are you with the Differential Aptitude Tests?						
I have never heard of the test	538	38.7	84	56.8	62	44.6
I recognize the name but have no other knowledge about the test	374	26.9	28	18.9	38	27.3
I know what the test measures only in a general way	287	20.7	20	13.5	22	15.8
I have examined (or studied about) the test and am familiar with it	190	13.7	16	10.8	17	12.2
	1389	100.0	148	100.0	139	99.9
No Response	61	4.1	10	6.3	7	4.8
85. How familiar are you with the Minnesota Multiphasic Personality Inventory?						
I have never heard of the test	668	48.1	110	74.3	80	56.7
I recognize the name but have no other knowledge about the test	306	22.0	19	12.8	24	17.0
I know what the test measures only in a general way	209	15.0	12	8.1	21	14.9
I have examined (or studied about) the test and am familiar with it	206	14.8	7	4.7	16	11.3
	1389	99.9	148	99.9	141	99.9
No Response	61	4.1	10	6.3	5	3.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
86. How familiar are you with the Kuder Preference Record, Vocational Form C?						
I have never heard of the test	292	20.7	70	46.7	21	14.8
I recognize the name but have no other knowledge about the test	252	17.8	20	13.3	13	9.2
I know what the test measures only in a general way	368	26.0	31	20.7	33	23.2
I have examined (or studied about) the test and am familiar with it	502	35.5	29	19.3	75	52.8
	1414	100.0	150	100.0	142	100.0
No Response	36	2.4	8	5.1	4	2.7
87. How familiar are you with the California Test of Mental Maturity?						
I have never heard of the test	262	18.6	72	48.6	20	14.0
I recognize the name but have no other knowledge about the test	317	22.5	35	23.6	14	9.8
I know what the test measures only in a general way	369	26.2	26	17.6	33	23.1
I have examined (or studied about) the test and am familiar with it	462	32.8	15	10.1	76	53.1
	1410	100.1	148	99.9	143	100.0
No Response	40	2.7	10	6.3	3	2.1
88. How familiar are you with the California Test of Personality?						
I have never heard of the test	454	32.6	93	62.4	35	25.0
I recognize the name but have no other knowledge about the test	372	26.7	32	21.5	37	26.4
I know what the test measures only in a general way	336	24.1	15	10.1	38	27.1
I have examined (or studied about) the test and am familiar with it	231	16.6	9	6.0	30	21.4
	1393	100.0	149	100.0	140	99.9
No Response	57	3.9	9	5.7	6	4.1

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
89. How familiar are you with the Otis Quick-Scoring Test of Mental Ability?						
I have never heard of the test	283	20.0	23	15.2	7	4.9
I recognize the name but have no other knowledge about the test	370	26.2	41	27.2	19	13.4
I know what the test measures only in a general way	361	25.5	48	31.8	29	20.4
I have examined (or studied about) the test and am familiar with it	399	28.2	39	25.8	87	61.3
	1413	99.9	151	100.0	142	100.0
No Response	37	2.5	7	4.4	4	2.7
90. How familiar are you with the Lorge-Thorndike Intelligence Tests?						
I have never heard of the test	674	48.1	92	61.7	72	51.4
I recognize the name but have no other knowledge about the test	380	27.1	31	20.8	29	20.7
I know what the test measures only in a general way	224	16.0	20	13.4	20	14.3
I have examined (or studied about) the test and am familiar with it	122	8.7	6	4.0	19	13.6
	1400	99.9	149	99.9	140	100.0
No Response	50	3.4	9	5.7	6	4.1
91. How familiar are you with the Iowa Tests of Educational Development?						
I have never heard of the test	215	15.2	57	38.5	28	19.6
I recognize the name but have no other knowledge about the test	319	22.6	39	26.4	33	23.1
I know what the test measures only in a general way	343	24.3	31	20.9	20	14.0
I have examined (or studied about) the test and am familiar with it	535	37.9	21	14.2	62	43.4
	1412	100.0	148	100.0	143	100.1
No Response	38	2.6	10	6.3	3	2.1

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
92. How familiar are you with the School and College Ability Test (SCAT)?						
I have never heard of the test	354	25.2	43	28.5	25	17.7
I recognize the name but have no other knowledge about the test	377	26.8	32	21.2	18	12.8
I know what the test measures only in a general way	403	28.6	46	30.5	40	28.4
I have examined (or studied about) the test and am familiar with it	273	19.4	30	19.9	58	41.1
	1407	100.0	151	100.1	141	100.0
No Response	43	2.9	7	4.4	5	3.4
93. How familiar are you with the Sequential Tests of Educational Progress (STEP)?						
I have never heard of the test	833	59.6	93	63.3	73	51.8
I recognize the name but have no other knowledge about the test	277	19.8	22	15.0	24	17.0
I know what the test measures only in a general way	192	13.7	17	11.6	20	14.2
I have examined (or studied about) the test and am familiar with it	96	6.9	15	10.2	24	17.0
	1398	100.0	147	100.1	141	100.0
No Response	52	3.5	11	7.0	5	3.4
94. How familiar are you with the College Board Scholastic Aptitude Test (SAT)?						
I have never heard of the test	141	10.0	1	.7	5	3.5
I recognize the name but have no other knowledge about the test	341	24.1	7	4.6	17	12.0
I know what the test measures only in a general way	546	38.6	59	38.6	51	35.9
I have examined (or studied about) the test and am familiar with it	386	27.3	86	56.2	69	48.6
	1414	100.0	153	100.1	142	100.0
No Response	36	2.4	5	3.2	4	2.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
95. How familiar are you with the Preliminary Scholastic Aptitude Test (PSAT)?						
I have never heard of the test	368	26.2	14	9.2	11	7.7
I recognize the name but have no other knowledge about the test	340	24.2	13	8.6	14	9.9
I know what the test measures only in a general way	440	31.3	55	36.2	41	28.9
I have examined (or studied about) the test and am familiar with it	258	18.3	70	46.1	76	53.5
	1406	100.0	152	100.1	142	100.0
No Response	44	3.0	6	3.8	4	2.7
96. Have you ever seen a copy of the booklet, A Description of the College Board Scholastic Aptitude Test (published by Educational Testing Service)?						
Yes, a copy of each year's edition is distributed to teachers in our school	28	2.0	46	29.5	34	23.8
Yes	566	39.7	85	54.5	68	47.6
No, but I have often wondered how I might get a copy	158	11.1	3	1.9	11	7.7
No, this is the first time I have seen a reference to the booklet	255	17.9	3	1.9	11	7.7
No	419	29.4	19	12.2	19	13.3
	1426	100.1	156	100.0	143	100.1
No Response	24	1.6	2	1.3	3	2.1
97. Have you ever taken the SAT?						
Yes, more than once	58	4.1	31	19.7	13	9.0
Yes, once	252	17.6	36	22.9	25	17.4
I don't think so	187	13.1	3	1.9	7	4.9
No	746	52.2	82	52.2	90	62.5
I don't know	187	13.1	5	3.2	9	6.2
	1430	100.1	157	99.9	144	100.0
No Response	20	1.3	1	.6	2	1.4

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
98. Have you ever examined a complete copy (not just sample questions) of the College Board Scholastic Aptitude Test (SAT)? Do not count your own pre-college experience in taking the SAT.						
Yes, within the past two years	87	6.1	19	12.1	18	12.6
Yes, prior to two years ago	124	8.6	11	7.0	6	4.2
Yes, both within the past two years and prior to that	29	2.0	6	3.8	4	2.8
I don't think so	140	9.8	9	5.7	11	7.7
No	1006	70.1	111	70.7	102	71.3
I don't know	49	3.4	1	.6	2	1.4
	1435	100.0	157	99.9	143	100.0
No Response	15	1.0	1	.6	3	2.1
99. Have you ever examined a complete copy of the Preliminary Scholastic Aptitude Test (PSAT), which is administered in many schools in October of each school year?						
Yes, within the past two years	100	7.0	17	10.9	33	22.9
Yes, prior to two years ago	110	7.7	8	5.1	8	5.6
Yes, both within the past two years and prior to that	31	2.2	5	3.2	10	6.9
I don't think so	129	9.0	9	5.8	9	6.2
No	1022	71.4	115	73.7	83	57.6
I don't know	40	2.8	2	1.3	1	.7
	1432	100.1	156	100.1	144	99.9
No Response	18	1.2	2	1.3	2	1.4
100. Have you ever examined a complete copy of the National Merit Scholarship Qualifying Test?						
Yes, within the past two years	90	6.3	8	5.1	22	15.3
Yes, prior to two years ago	123	8.6	10	6.4	10	6.9
Yes, both within the past two years and prior to that	28	1.9	0	.0	6	4.2
I don't think so	115	8.0	3	1.9	10	6.9
No	1054	73.3	134	85.9	94	65.3
I don't know	27	1.9	1	.6	2	1.4
	1437	100.0	156	99.9	144	100.0
No Response	13	.8	2	1.3	2	1.4

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
101. Have you ever examined a complete copy of any of the tests in the American College Testing program?						
Yes, within the past two years	61	4.3	8	5.1	9	6.3
Yes, prior to two years ago	104	7.3	3	1.9	5	3.5
Yes, both within the past two years and prior to that	20	1.4	3	1.9	1	.7
I don't think so	186	13.0	17	10.9	22	15.4
No	975	68.2	117	75.0	101	70.6
I don't know	84	5.9	8	5.1	5	3.5
	1430	100.1	156	99.9	143	100.0
No Response	20	1.3	2	1.3	3	2.1
102. Have you ever examined a complete copy of any of the College Board achievement tests?						
Yes, within the past two years	78	5.5	24	15.7	13	9.2
Yes, prior to two years ago	148	10.4	19	12.4	11	7.7
Yes, both within the past two years and prior to that	23	1.6	9	5.9	6	4.2
I don't think so	168	11.8	7	4.6	16	11.3
No	956	66.9	91	59.5	95	66.9
I don't know	55	3.9	3	2.0	1	.7
	1428	100.1	153	100.1	142	100.0
No Response	22	1.4	5	3.2	4	2.7
103. Have you ever seen a complete copy of any other standardized achievement tests (for example, the Iowa Tests of Educational Development)?						
Yes, with the past two years	423	29.5	22	14.5	40	28.2
Yes, prior to two years ago	362	25.3	29	19.1	35	24.6
Yes, both within the past two years and prior to that	166	11.6	6	3.9	20	14.1
I don't think so	118	8.2	14	9.2	7	4.9
No	329	23.0	78	51.3	34	23.9
I don't know	35	2.4	3	2.0	6	4.2
	1433	100.0	152	100.0	142	99.9
No Response	17	1.1	6	3.8	4	2.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Which of the following kinds of tests have you personally administered at least once since you began teaching?						
104. Group intelligence test (e.g., Otis or Lorge-Thorndike)						
Yes	366	26.7	34	22.5	88	62.9
No	1007	73.3	117	77.5	52	37.1
	1373	100.0	151	100.0	140	100.0
No Response	77	5.2	7	4.4	6	4.1
105. Standardized achievement test (e.g., Iowa Tests of Educational Development)						
Yes	693	49.6	36	23.8	104	72.7
No	705	50.4	115	76.2	39	27.3
	1398	100.0	151	100.0	143	100.0
No Response	52	3.5	7	4.4	3	2.1
106. Individual intelligence test (e.g., Stanford-Binet or Wechsler)						
Yes	258	19.0	26	17.1	58	41.7
No	1102	81.0	126	82.9	81	58.3
	1360	100.0	152	100.0	139	100.0
No Response	90	6.1	6	3.8	7	4.8
107. Vocational-interest inventory (e.g., Kuder)						
Yes	348	25.4	13	8.6	79	56.8
No	1024	74.6	138	91.4	60	43.2
	1372	100.0	151	100.0	139	100.0
No Response	78	5.3	7	4.4	7	4.8
108. Personality or adjustment inventory						
Yes	162	12.0	5	3.4	38	27.3
No	1192	88.0	143	96.6	101	72.7
	1354	100.0	148	100.0	139	100.0
No Response	96	6.6	10	6.3	7	4.8
109. Standardized aptitude test (e.g., DAT)						
Yes	270	19.9	36	24.0	69	49.3
No	1087	80.1	114	76.0	71	50.7
	1357	100.0	150	100.0	140	100.0
No Response	93	6.3	8	5.1	6	4.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
Which of the following kinds of tests are you routinely responsible for administering every year (or every other year)?						
110. Group intelligence test						
Yes	100	7.2	9	5.9	46	33.6
No	1288	92.8	143	94.1	91	66.4
	1388	100.0	152	100.0	137	100.0
No Response	62	4.2	6	3.8	9	6.2
111. Standardized achievement test						
Yes	329	23.5	22	14.5	64	46.0
No	1073	76.5	130	85.5	75	54.0
	1402	100.0	152	100.0	139	100.0
No Response	48	3.2	6	3.8	7	4.8
112. Individual intelligence test						
Yes	38	2.7	8	5.2	16	11.6
No	1348	97.3	145	94.8	122	88.4
	1386	100.0	153	100.0	138	100.0
No Response	64	4.3	5	3.2	8	5.5
113. Vocational-interest inventory						
Yes	69	5.0	0	.0	26	19.0
No	1315	95.0	152	100.0	111	81.0
	1384	100.0	152	100.0	137	100.0
No Response	66	4.5	6	3.8	9	6.2
114. Personality or adjustment inventory						
Yes	26	1.9	0	.0	9	6.7
No	1359	98.1	152	100.0	125	93.3
	1385	100.0	152	100.0	134	100.0
No Response	65	4.4	6	3.8	12	8.2
115. Standardized aptitude test						
Yes	108	7.8	17	11.1	48	34.5
No	1282	92.2	136	88.9	91	65.5
	1390	100.0	153	100.0	139	100.0
No Response	60	4.1	5	3.2	7	4.8

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Which of the following kinds of tests have you been responsible for scoring at least once since you began teaching?						
116. Group intelligence test						
Yes	274	19.8	20	13.3	79	55.2
No	1108	80.2	130	86.7	64	44.8
	1382	100.0	150	100.0	143	100.0
No Response	68	4.6	8	5.1	3	2.1
117. Standardized achievement test						
Yes	457	32.6	36	23.7	71	49.7
No	943	67.4	116	76.3	72	50.3
	1400	100.0	152	100.0	143	100.0
No Response	50	3.4	6	3.8	3	2.1
118. Individual intelligence test						
Yes	168	12.3	14	9.3	42	29.8
No	1194	87.7	136	90.7	99	70.2
	1362	100.0	150	100.0	141	100.0
No Response	88	6.0	8	5.1	5	3.4
119. Vocational-interest inventory						
Yes	213	15.4	6	4.1	43	31.2
No	1167	84.6	141	95.9	95	68.8
	1380	100.0	147	100.0	138	100.0
No Response	70	4.8	11	7.0	8	5.5
120. Personality or adjustment inventory						
Yes	114	8.3	4	2.7	23	16.7
No	1254	91.7	144	97.3	115	83.3
	1368	100.0	148	100.0	138	100.0
No Response	82	5.6	10	6.3	8	5.5
121. Standardized aptitude test						
Yes	228	16.6	21	13.9	55	39.3
No	1148	83.4	130	86.1	85	60.7
	1376	100.0	151	100.0	140	100.0
No Response	74	5.0	7	4.4	6	4.1

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
Which of the following kinds of tests have you been routinely responsible for scoring?						
122. Group intelligence test						
Yes	92	6.6	5	3.3	34	23.9
No	1305	93.4	146	96.7	108	76.1
	1397	100.0	151	100.0	142	100.0
No Response	53	3.6	7	4.4	4	2.7
123. Standardized achievement test						
Yes	197	14.1	11	7.3	32	22.7
No	1204	85.9	140	92.7	109	77.3
	1401	100.0	151	100.0	141	100.0
No Response	49	3.3	7	4.4	5	3.4
124. Individual intelligence test						
Yes	52	3.7	6	3.9	13	9.3
No	1340	96.3	146	96.1	127	90.7
	1392	100.0	152	100.0	140	100.0
No Response	58	3.9	6	3.8	6	4.1
125. Vocational-interest inventory						
Yes	58	4.2	0	.0	14	10.1
No	1330	95.8	150	100.0	124	89.9
	1388	100.0	150	100.0	138	100.0
No Response	62	4.2	8	5.1	8	5.5
126. Personality or adjustment inventory						
Yes	32	2.3	1	.7	5	3.6
No	1355	97.7	150	99.3	133	96.4
	1387	100.0	151	100.0	138	100.0
No Response	63	4.3	7	4.4	8	5.5
127. Standardized aptitude test						
Yes	32	2.3	1	.7	5	3.6
No	1355	97.7	150	99.3	133	96.4
	1387	100.0	151	100.0	138	100.0
No Response	63	4.3	7	4.4	8	5.5

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
128. Do you feel that teachers ought to have their pupils' IQ scores?						
No opinion	19	1.3	2	1.3	4	2.8
No, teachers should never see these scores	11	.8	1	.7	1	.7
Teachers should be allowed to see these scores only under special circumstances	115	8.0	7	4.6	4	2.8
Teachers should have access to these scores whenever they wish	887	62.0	87	57.6	69	48.6
Yes, teachers should receive these scores routinely	399	27.9	54	35.8	64	45.1
	1431	100.0	151	100.0	142	100.0
No Response	19	1.2	7	4.4	4	2.7
129. Do you feel that teachers ought to have college-admissions-test scores (e.g., SAT or ACT)?						
No opinion	140	9.8	2	1.3	6	4.2
No, teachers should never see these scores	43	3.0	1	.7	0	.0
Teachers should be allowed to see these scores only under special circumstances	201	14.1	4	2.6	9	6.3
Teachers should have access to these scores whenever they wish	812	57.0	77	51.0	81	56.6
Yes, teachers should receive these scores routinely	229	16.1	67	44.4	47	32.9
	1425	100.0	151	100.0	143	100.0
No Response	25	1.7	7	4.4	3	2.1
130. Do you feel that teachers ought to have their pupils' scores on standardized achievement tests (like the Iowa Tests of Educational Development)?						
No opinion	33	2.3	5	3.3	2	1.4
No, teachers should never see these scores	16	1.1	1	.7	1	.7
Teachers should be allowed to see these scores only under special circumstances	80	5.6	5	3.3	5	3.5
Teachers should have access to these scores whenever they wish	797	55.7	82	54.3	78	54.5
Yes, teachers should receive these scores routinely	506	35.3	58	38.4	57	39.9
	1432	100.0	151	100.0	143	100.0
No Response	18	1.2	7	4.4	3	2.1

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
131. Do you feel that teachers ought to have their pupils' scores on vocational-interest inventories given by the school?						
No opinion	39	2.7	11	7.3	3	2.1
No, teachers should never see these scores	17	1.2	0	.0	0	.0
Teachers should be allowed to see these scores only unders special circumstances	77	5.4	8	5.3	7	4.9
Teachers should have access to these scores whenever they wish	936	65.3	95	62.9	88	61.5
Yes, teachers should receive these scores routinely	364	25.4	37	24.5	45	31.5
	1433	100.0	151	100.0	143	100.0
No Response	17	1.1	7	4.4	3	2.1
132. Do you feel that teachers ought to have their pupils scores on personality tests given by the school?						
No opinion	55	3.9	13	8.7	2	1.4
No, teachers should never see these scores	29	2.0	3	2.0	1	.7
Teachers should be allowed to see these scores only under special circumstances	168	11.8	20	13.3	16	11.2
Teachers should have access to these scores whenever they wish	883	61.8	84	56.0	85	59.4
Yes, teachers should receive these scores routinely	293	20.5	30	20.0	39	27.3
	1428	100.0	150	100.0	143	100.0
No Response	22	1.4	8	5.1	3	2.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
133. Do you think teachers should ever give a high-school student specific information about his intelligence (e.g., either his IQ or its percentile rank)?						
Yes, to most or all students whether the student asks for it or not	30	2.1	7	4.5	3	2.1
Yes, to any pupils that ask about it	91	6.4	12	7.7	8	5.7
Yes, to some students whether or not they ask about it	40	2.8	2	1.3	7	5.0
Yes, to some students if they ask about it	125	8.7	7	4.5	16	11.3
Only under special circumstances	707	49.5	69	44.5	81	57.4
No, never	381	26.7	50	32.3	25	17.7
No opinion	55	3.8	8	5.2	1	.7
	1429	100.0	155	100.0	141	99.9
No Response	21	1.4	3	1.9	5	3.4
134. Do you think teachers should ever give a high-school student general information about his intelligence (e.g., a general idea of where he stands relative to the other pupils in his class)?						
Yes, to most or all students whether the student asks for it or not	118	8.3	12	7.8	30	21.0
Yes, to any pupils that ask about it	260	18.3	23	14.9	33	23.1
Yes, to some students whether or not they ask about it	114	8.0	14	9.1	23	16.1
Yes, to some students if they ask about it	281	19.8	28	18.2	25	17.5
Only under special circumstances	536	37.8	57	37.0	30	21.0
No, never	109	7.7	20	13.0	2	1.4
	1418	99.9	154	100.0	143	100.1
No Response	32	2.1	4	2.5	3	2.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%

135. Do you think teachers should ever give a pupil's parents specific information about the pupil's intelligence (e.g., his IQ or its percentile rank)?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Yes, to most or all parents	80	5.6	11	7.1	14	9.7
Yes, to any parent that asks about it	212	14.9	19	12.2	20	13.9
Yes, to some parents whether or not they ask about it	52	3.7	13	8.3	11	7.6
Yes, to some parents if they ask about it	215	15.1	30	19.2	24	16.7
Only under special circumstances	591	41.5	53	34.0	60	41.7
No, never	238	16.7	25	16.0	14	9.7
No opinion	36	2.5	5	3.2	1	.7
	1424	100.0	156	100.0	144	100.0
No Response	26	1.7	2	1.3	2	1.4

136. Do you think teachers should ever give a pupil's parents general information about the pupil's intelligence (e.g., a general idea of where the student stands relative to the other pupils in his class)?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Yes, to most or all parents	193	13.6	33	21.2	34	23.8
Yes, to any parent that asks about it	363	25.5	29	18.6	38	26.6
Yes, to some parents whether or not they ask about it	117	8.2	16	10.3	28	19.6
Yes, to some parents if they ask about it	358	25.2	37	23.7	22	15.4
Only under special circumstances	317	22.3	32	20.5	17	11.9
No, never	51	3.6	6	3.8	3	2.1
No opinion	22	1.5	3	1.9	1	.7
	1421	99.9	156	100.0	143	100.1
No Response	29	1.9	2	1.3	3	2.1

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
137. Have you ever known any of your pupils' intelligence-test scores?						
No, my pupils don't take this test	15	1.1	4	2.7	0	.0
No, I have never known any of my pupils scores	121	8.7	16	10.8	6	4.3
Yes, although I do not normally have access to these scores, I have sometimes known one of my pupil's scores	118	8.5	12	8.1	13	9.4
Yes, I have access to these scores and I occasionally look at the records	694	50.0	63	42.6	53	38.4
Yes, I have access to these scores and I frequently look at the records	335	24.2	26	17.6	38	27.5
Yes, I routinely receive most or all of these scores	104	7.5	27	18.2	28	20.3
	1387	100.0	148	100.0	138	99.9
No Response	63	4.3	10	6.3	8	5.5
138. Have you ever known any of your pupils' college-admissions test scores (SAT or ACT)?						
No, my pupils don't take this test	131	9.3	7	4.7	11	7.7
No, I have never known any of my pupils scores	601	42.5	15	10.0	17	11.9
Yes, although I do not normally have access to these scores, I have sometimes known one of my pupil's scores	205	14.5	14	9.3	16	11.2
Yes, I have access to these scores and I occasionally look at the records	302	21.3	44	29.3	49	34.3
Yes, I have access to these scores and I frequently look at the records	133	9.4	27	18.0	23	16.1
Yes, I routinely receive most or all of these scores	43	3.0	43	28.7	27	18.9
	1415	100.0	150	100.0	143	100.1
No Response	35	2.3	8	5.1	3	2.1

139. Have you ever known any of your pupils' National Merit Scholarship Qualifying Test scores?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
No, my pupils don't take this test	140	9.9	13	8.8	12	8.4
No, I have never known any of my pupils' scores	621	44.0	55	37.4	26	18.2
Yes, although I do not normally have access to these scores, I have sometimes known one of my pupil's scores	236	16.7	14	9.5	16	11.2
Yes, I have access to these scores and I occasionally look at the records	265	18.8	28	19.0	42	29.4
Yes, I have access to these scores and I frequently look at the records	113	8.0	13	8.8	21	14.7
Yes, I routinely receive most or all of these scores	35	2.5	24	16.3	26	18.2
	1410	99.9	147	99.8	143	100.1
No Response	40	2.7	11	7.0	3	2.1

140. Have you ever known any of your pupils' scores on any standardized achievement tests (like the Iowa Tests of Educational Development) given by your school?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
No, my pupils don't take this test	45	3.2	26	17.7	6	4.2
No, I have never known any of my pupils scores	261	18.5	24	16.3	21	14.7
Yes, although I do not normally have access to these scores, I have sometimes known one of my pupil's scores	123	8.7	9	6.1	7	4.9
Yes, I have access to these scores and I occasionally look at the records	541	38.3	43	29.3	64	44.8
Yes, I have access to these scores and I frequently look at the records	271	19.2	18	12.2	19	13.3
Yes, I routinely receive most or all of these scores	172	12.2	27	18.4	26	18.2
	1413	100.1	147	100.0	143	100.1
No Response	37	2.5	11	7.0	3	2.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
141. Have you ever known any of your pupils' scores on vocational-interest inventories given by your school?						
No, my pupils don't take this test	136	9.7	72	51.1	27	19.1
No, I have never known any of my pupils scores	563	40.0	41	29.1	32	22.7
Yes, although I do not normally have access to these scores, I have sometimes known one of my pupil's scores	111	7.9	2	1.4	12	8.5
Yes, I have access to these scores and I occasionally look at the records	404	28.7	17	12.1	44	31.2
Yes, I have access to these scores and I frequently look at the records	154	10.9	5	3.5	14	9.9
Yes, I routinely receive most or all of these scores	41	2.9	4	2.8	12	8.5
	1409	100.1	141	100.0	141	99.9
No Response	41	2.8	17	10.8	5	3.4
142. Have you ever known any of your pupils' scores on personality tests given by your school?						
No, my pupils don't take this test	239	17.0	69	48.3	48	33.8
No, I have never known any of my pupils scores	708	50.5	46	32.2	46	32.4
Yes, although I do not normally have access to these scores, I have sometimes known one of my pupil's scores	100	7.1	5	3.5	4	2.8
Yes, I have access to these scores and I occasionally look at the records	252	18.0	14	9.8	27	19.0
Yes, I have access to these scores and I frequently look at the records	85	6.1	5	3.5	12	8.5
Yes, I routinely receive most or all of these scores	19	1.4	4	2.8	5	3.5
	1403	100.1	143	100.1	142	100.0
	47	3.2	15	9.5	4	2.7

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
143. Have you ever given a student specific information about his intelligence (either his IQ or its percentile rank)?						
Yes, to most or all of my students	18	1.3	3	1.9	2	1.4
Yes, to many students	22	1.6	3	1.9	4	2.8
Yes, to some students	54	3.8	7	4.5	13	9.1
Yes, to a few students	77	5.4	11	7.1	14	9.8
No. Although I have access to my pupils' intelligence-test scores, I have never given any of them specific information about their intelligence	1160	81.7	111	72.1	107	74.8
No, I do not have access to my pupils' intelligence-test scores	88	6.2	19	12.3	3	2.1
	1419	100.0	154	99.8	143	100.0
No Response	31	2.1	4	2.5	3	2.1
144. Have you ever given a pupil general information about his intelligence (e.g., a general idea of where he stands relative to the other pupils in his class)?						
Yes, to most or all of my students	52	3.7	5	3.3	10	6.9
Yes, to many students	79	5.6	9	5.9	29	20.1
Yes, to some students	217	15.2	22	14.4	33	22.9
Yes, to a few students	325	22.8	36	23.5	42	29.2
No. Although I have access to my pupils' intelligence-test scores, I have never given them general information about their intelligence	677	47.6	68	44.4	29	20.1
No, I do not have access to my pupils' intelligence-test scores	73	5.1	13	8.5	1	.7
	1423	100.0	153	100.0	144	99.9
No Response	27	1.8	5	3.2	2	1.4

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
145. Have you ever given a parent specific information about his child's intelligence (e.g., either an IQ or its percentile rank)?						
Yes, to most or all of of my students' parents	6	.4	0	.0	0	.0
Yes, to many parents	18	1.3	7	4.6	11	7.7
Yes, to some parents	64	4.5	9	5.9	14	9.9
Yes, to a few parents	143	10.0	15	9.8	27	19.0
No. Although I have access to my pupils' intelligence-test score, I have never given a parent specific information about his child's intelligence	1102	77.4	106	69.3	89	62.7
No, I do not have access to my pupils' intelligence-test scores	90	6.3	16	10.5	1	.7
	1423	99.9	153	100.1	142	100.0
No Response	27	1.8	5	3.2	4	2.7
146. Have you ever given a parent general information about his child's intelligence?						
Yes, to most or all of of my students' parents	27	1.9	4	2.6	6	4.1
Yes, to many parents	80	5.6	15	9.7	38	26.2
Yes, to some parents	226	15.8	28	18.2	42	29.0
Yes, to a few parents	441	30.9	46	29.9	37	25.5
No. Although I have access to my pupils' intelligence-test score, I have never given a parent general information about his child's intelligence	583	40.8	49	31.8	20	13.8
No, I do not have access to my pupils' intelligence-test scores	72	5.0	12	7.8	2	1.4
	1429	100.0	154	100.0	145	100.0
No Response	21	1.4	4	2.5	1	.7

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
147. In general, do you feel that you have an accurate estimate of how intelligent your students are?						
Yes, I am fairly sure I know how intelligent all of my students are	133	9.3	33	21.3	23	15.9
Yes, I am fairly sure I know how intelligent most of my students are	969	68.0	106	68.4	116	80.0
I am fairly sure I know how intelligent a few of my students are	282	19.8	15	9.7	6	4.1
No, I do not know how intelligent any of my students are	42	2.9	1	.6	0	.0
	1426	100.0	155	100.0	145	100.0
No Response	24	1.6	3	1.9	1	.7
148. Do you feel that your students have an accurate estimate of how intelligent they are?						
Yes, all of my students have a fairly accurate estimate	27	1.9	5	3.3	7	4.8
Yes, most have a fairly accurate estimate	618	43.5	77	50.7	86	59.3
A few of my students have a fairly accurate estimate	543	38.2	51	33.6	38	26.2
No. None of my students has a fairly accurate estimate	32	2.3	1	.7	0	.0
I don't know	201	14.1	18	11.8	14	9.7
	1421	100.0	152	100.1	145	100.0
No Response	29	1.9	6	3.8	1	.7
149. Have you ever had a student indicate to you that he did not know how intelligent he was?						
Frequently	54	3.8	6	4.0	10	6.9
Occasionally	443	31.0	54	35.8	50	34.5
Rarely	427	29.9	45	29.8	37	25.5
Never	302	21.2	22	14.6	28	19.3
I don't remember	201	14.1	24	15.9	20	13.8
	1427	100.0	151	100.1	145	100.0
No Response	23	1.5	7	4.4	1	.7
150. How often do your students ask you for information about their abilities?						
Frequently	84	5.9	15	9.6	16	11.0
Occasionally	436	30.7	47	30.1	51	35.2
Rarely	681	47.9	73	46.8	68	46.9
Never	221	15.5	21	13.5	10	6.9
	1422	100.0	156	100.0	145	100.0
No Response	28	1.9	2	1.3	1	.7

			Schools			
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
151. How frequently do parents of your students ask you for information about their children's abilities?						
Frequently	87	6.1	23	14.7	23	15.9
Occasionally	523	36.9	66	42.3	82	56.6
Rarely	630	44.4	52	33.3	39	26.9
Never	179	12.6	15	9.6	1	.7
	1419	100.0	156	99.9	145	100.1
No Response	31	2.1	2	1.3	1	.7
152. In general, about how many of the parents you come in contact with have a good idea of how intelligent their children are?						
All or nearly all	21	1.5	6	3.9	3	2.1
Most	401	28.1	57	36.8	52	35.9
Some	793	55.6	72	46.5	81	55.9
None	19	1.3	1	.6	0	.0
I don't know	191	13.4	19	12.3	9	6.2
	1425	99.9	155	100.1	145	100.1
No Response	25	1.7	3	1.9	1	.7
153. Do you feel that teachers, counselors, psychologists, etc. should give high-school students specific information concerning their intelligence (e.g., IQ's or their percentile ranks)?						
All students should be given specific information routinely	70	4.9	8	5.1	11	7.6
Most students should be given specific information	256	18.0	25	16.0	27	18.6
Only in special cases	765	53.8	83	53.2	86	59.3
No students should ever be given specific information	253	17.8	32	20.5	21	14.5
No opinion	78	5.5	8	5.1	0	.0
	1422	100.0	156	99.9	145	100.0
No Response	28	1.9	2	1.3	1	.7
154. Have you ever used a pupil's intelligence-test score as one basis for assigning him a grade in one of your classes?						
I don't know	19	1.3	2	1.3	2	1.4
No, I do not have access to these scores	111	7.9	16	10.5	11	7.6
No. Although I have access to these scores, I have never used them for this	1102	77.9	121	79.6	94	64.8
Yes, occasionally	158	11.2	7	4.6	31	21.4
Yes, frequently	23	1.6	3	2.0	6	4.1
Yes, always or nearly always	1	.1	3	2.0	1	.7
	1414	100.0	152	100.0	145	100.0
No Response	36	2.4	6	3.8	1	.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
155. Have you ever considered a pupil's college-admissions-test scores as one basis for assigning him a grade in one of your classes?						
I don't know	33	2.3	2	1.3	2	1.4
No, I do not have access to these scores	424	30.0	19	12.4	29	20.4
No. Although I have access to these scores, I have never used them for this	933	66.0	128	83.7	107	75.4
Yes, occasionally	21	1.5	2	1.3	3	2.1
Yes, frequently	2	.1	2	1.3	1	.7
Yes, always or nearly always	1	.1	0	.0	0	.0
	1414	100.0	153	100.0	142	100.0
No Response	36	2.4	5	3.2	4	2.7
156. Have you ever made use of a pupil's intelligence-test score in advising him about his work in your course (or other courses)?						
I don't know	23	1.6	1	.7	1	.7
No, I do not have access to these scores	111	7.8	15	9.9	5	3.4
No. Although I have access to these scores, I have never used them for this	444	31.3	46	30.3	22	15.2
Yes, occasionally	681	48.1	60	39.5	66	45.5
Yes, frequently	149	10.5	28	18.4	46	31.7
Yes, always or nearly always	9	.6	2	1.3	5	3.4
	1417	99.9	152	100.1	145	99.9
No Response	33	2.2	6	3.8	1	.7
157. Have you ever made use of a pupil's college-admissions-test score in advising him about his work in your course (or other courses)?						
I don't know	47	3.3	5	3.3	6	4.2
No, I do not have access to these scores	439	31.1	15	9.9	28	19.4
No. Although I have access to these scores, I have never used them for this	644	45.6	66	43.4	55	38.2
Yes, occasionally	243	17.2	50	32.9	35	24.3
Yes, frequently	33	2.3	15	9.9	19	13.2
Yes, always or nearly always	5	.4	1	.7	1	.7
	1411	99.9	152	100.1	144	100.0
No Response	39	2.6	6	3.8	2	1.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
158. Do you think that a teacher should take into account the average intelligence level of a class when she sets the passing mark in assigning grades?						
Yes, always or nearly always	381	26.8	30	19.6	50	35.0
Yes, frequently	462	32.6	40	26.1	49	34.3
Only in special cases	372	26.2	48	31.4	28	19.6
No, never	126	8.9	27	17.6	14	9.8
No opinion	78	5.5	8	5.2	2	1.4
	1419	100.0	153	99.9	143	100.1
No Response	31	2.1	5	3.2	3	2.1
159. Do you think a teacher should take into account the average college-admissions-test scores of a class when she is setting the passing mark in assigning grades						
Yes, always or nearly always	38	2.7	4	2.6	5	3.5
Yes, frequently	120	8.5	19	12.4	15	10.6
Only in special cases	331	23.4	29	19.0	40	28.2
No, never	614	43.4	78	51.0	55	38.7
No opinion	312	22.0	23	15.0	27	19.0
	1415	100.0	153	100.0	142	100.0
No Response	35	2.3	5	3.2	4	2.7
PREPARATION FOR TESTS.						
160. Have you ever prepared students for a standardized test by teaching them shortly in advance of the test administration specific information you knew was included in the test?						
Yes	65	4.6	6	3.8	5	3.4
No	1356	95.4	150	96.2	140	96.6
	1421	100.0	156	100.0	145	100.0
No Response	29	1.9	2	1.3	1	.7
161. Have you ever prepared students for a standardized test by teaching them shortly in advance of the test administration how to take such tests (how to distribute their time wisely, whether to mark answers to all questions, etc.)?						
Yes	572	40.2	80	51.3	94	64.8
No	852	59.8	76	48.7	51	35.2
	1424	100.0	156	100.0	145	100.0
No Response	26	1.7	2	1.3	1	.7
162. Have you ever prepared students for a standardized test by emphasizing over a considerable period of time the kind of subject matter covered by the test (without any knowledge about specific test items)?						
Yes	339	23.9	65	42.2	50	34.7
No	1079	76.1	89	57.8	94	65.3
	1418	100.0	154	100.0	144	100.0
No Response	32	2.1	4	2.5	2	1.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%

Directions: In answering the following questions, we would like you to consider "preparing students specifically for taking standardized tests" as referring to any situation in which you made a conscious effort to improve your pupils' performance on a standardized test either through emphasizing subject matter that you thought might be covered on the test or by giving instruction in how to take tests or answer specific types of questions.

163. Have you ever made an effort to prepare your classes specifically for taking standardized achievement tests (e.g., the Iowa Tests of Educational Development or the College Board Achievement Tests)?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Yes, a major part of at least one of the courses I teach is designed specifically for this purpose	10	.7	9	5.8	0	.0
Yes, a minor part of at least one of the courses I teach is for this purpose	36	2.6	18	11.6	7	4.8
Yes, occasionally	217	15.4	41	26.5	35	24.1
No, never	1148	81.4	87	56.1	103	71.0
	1411	100.1	155	100.0	145	99.9
No Response	39	2.6	3	1.9	1	.7

164. Have you ever made an effort to prepare your classes specifically for taking standardized aptitude or intelligence tests (e.g., the Scholastic Aptitude Test of the College Board)?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Yes, a major part of at least one of the courses I teach is designed specifically for this purpose	7	.5	2	1.3	0	.0
Yes, a minor part of at least one of the courses I teach is for this purpose	31	2.2	18	11.7	7	4.8
Yes, occasionally	143	10.1	22	14.3	37	25.5
No, never	1234	87.2	112	72.7	101	69.7
	1415	100.0	154	100.0	145	100.0
No Response	35	2.3	4	2.5	1	.7

165. Have you ever made an effort to prepare any of your pupils specifically for standardized achievement tests on an individual basis in school?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Yes, frequently	9	.6	7	4.6	1	.7
Yes, occasionally	33	2.4	7	4.6	8	5.6
Yes, once or twice	40	2.9	18	11.9	3	2.1
No, never	1303	94.1	119	78.8	130	91.5
	1385	100.0	151	99.9	142	99.9
No Response	65	4.4	7	4.4	4	2.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
166. Have you ever made an effort to prepare any of your pupils specifically for standardized achievement tests on an individual basis outside of school?						
Yes, frequently	4	.3	0	.0	1	.7
Yes, occasionally	25	1.8	3	2.0	10	7.0
Yes, once or twice	33	2.4	8	5.3	6	4.2
No, never	1321	95.5	140	92.7	125	88.0
	1383	100.0	151	100.0	142	99.9
No Response	67	4.6	7	4.4	4	2.7
167. Have you ever made an effort to prepare any of your pupils specifically for scholastic aptitude or intelligence tests on an individual basis in school?						
Yes, frequently	3	.2	1	.7	2	1.4
Yes, occasionally	23	1.7	4	2.7	4	2.8
Yes, once or twice	19	1.4	8	5.4	2	1.4
No, never	1338	96.7	136	91.3	134	94.4
	1383	100.0	149	100.1	142	100.0
No Response	67	4.6	9	5.7	4	2.7
168. Have you ever made an effort to prepare any of your pupils specifically for scholastic aptitude or intelligence tests on an individual basis outside of school?						
Yes, frequently	1	.1	0	.0	1	.7
Yes, occasionally	17	1.2	1	.7	7	4.9
Yes, once or twice	22	1.6	2	1.3	2	1.4
No, never	1342	97.1	146	98.0	132	93.0
	1382	100.0	149	100.0	142	100.0
No Response	68	4.6	9	5.7	4	2.7
169. Have you ever conducted a special class designed to prepare students specifically for standardized tests?						
Yes, frequently	5	.4	3	2.0	0	.0
Yes, occasionally	11	.8	11	7.3	4	2.8
Yes, once or twice	26	1.9	11	7.3	10	7.0
No, never	1333	96.9	125	83.3	128	90.1
	1375	100.0	150	99.9	142	99.9
No Response	75	5.1	8	5.1	4	2.7

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
170. Has your knowledge of the content of one or more standardized achievement tests in your field ever caused you to alter the content of the courses taught by you?						
Yes, on several occasions	52	3.7	11	7.1	6	4.3
Yes, on a few occasions	130	9.2	22	14.2	23	16.3
Yes, on one or two occasions	35	2.5	7	4.5	3	2.1
No	938	66.4	89	57.4	83	58.9
I have no knowledge of the content of any standardized achievement test in my field	198	14.0	22	14.2	21	14.9
I don't know	59	4.2	4	2.6	5	3.5
	1412	100.0	155	100.0	141	100.0
No Response	38	2.6	3	1.9	5	3.4
171. Has your knowledge of the content of one or more standardized achievement tests in your field ever caused you to change your teaching methods (but not the content of your courses)?						
Yes, on several occasions	46	3.3	7	4.5	10	7.0
Yes, on a few occasions	112	7.9	13	8.4	13	9.1
Yes, on one or two occasions	97	6.9	11	7.1	5	3.5
No	888	63.0	101	65.2	85	59.4
I have no knowledge of the content of any standardized achievement test in my field	189	13.4	20	12.9	23	16.1
I don't know	78	5.5	3	1.9	7	4.9
	1410	100.0	155	100.0	143	100.0
No Response	40	2.7	3	1.9	3	2.1
172. If you were to discover that a standardized achievement test which is used for college admissions differed in its emphasis on your field from the present content of your courses in this subject, do you feel that you would change your course in any way? (Assume that you were free to do so.)						
Definitely	154	10.9	25	16.2	21	14.6
Probably	635	44.9	49	31.8	74	51.4
Probably not	274	19.4	39	25.3	23	16.0
Definitely not	67	4.7	16	10.4	7	4.9
I don't know	284	20.1	25	16.2	19	13.2
	1414	100.0	154	99.9	144	100.1
No Response	36	2.4	4	2.5	2	1.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
173. Have you ever been requested by the guidance counselor in your school to alter the content of any of your courses so that your students will be better prepared for standardized tests?						
The school has no guidance counselor	100	7.0	32	20.6	8	5.7
I don't know or can't remember	9	.6	0	.0	1	.7
No	1299	91.2	119	76.8	129	91.5
Yes, on one or two occasions	6	.4	4	2.6	2	1.4
Yes, on a few occasions	7	.5	0	.0	1	.7
Yes, on several occasions	3	.2	0	.0	0	.0
	1424	99.9	155	100.0	141	100.0
No Response	26	1.7	3	1.9	5	3.4
174. Have you ever been requested by the guidance counselor in your school to change your teaching methods or the order in which you present your material (but not the content of your courses) so that your students would be better prepared for standardized tests?						
The school has no guidance counselor	98	6.9	32	20.6	9	6.4
I don't know or can't remember	5	.4	0	.0	0	.0
No	1300	91.4	121	78.1	128	91.4
Yes, on one or two occasions	5	.4	2	1.3	1	.7
Yes, on a few occasions	12	.8	0	.0	2	1.4
Yes, on several occasions	3	.2	0	.0	0	.0
	1423	100.1	155	100.0	140	99.9
No Response	27	1.8	3	1.9	6	4.1
175. Have you ever been asked by the guidance counselor in your school to conduct one or more special classes designed to prepare pupils specifically for standardized tests?						
The school has no guidance counselor	98	6.9	32	20.6	8	5.7
I don't know or can't remember	6	.4	0	.0	0	.0
No	1300	91.3	122	78.7	125	88.7
Yes, on one or two occasions	12	.8	1	.6	6	4.3
Yes, on a few occasions	5	.4	0	.0	2	1.4
Yes, on several occasions	3	.2	0	.0	0	.0
	1424	100.0	155	99.9	141	100.1
No Response	26	1.7	3	1.9	5	3.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
176. Have you ever been asked by the principal or other administrative official of your school to alter the content of any of your courses so that your students would be better prepared for standardized tests?						
The school has no guidance counselor	1	.1	3	1.9	0	.0
I don't know or can't remember	5	.4	0	.0	1	.7
No	1393	97.8	140	90.9	134	94.4
Yes, on one or two occasions	14	1.0	7	4.5	3	2.1
Yes, on a few occasions	10	.7	3	1.9	4	2.8
Yes, on several occasions	1	.1	1	.6	0	.0
	1424	100.1	154	99.8	142	100.0
No Response	26	1.7	4	2.5	4	2.7
177. Have you ever been asked by the principal or other administrative official of your school to change your teaching methods or the order in which you present your material (but not the content of your courses) so that your students would be better prepared for standardized tests?						
The school has no guidance counselor	0	.0	2	1.3	0	.0
I don't know or can't remember	5	.4	0	.0	1	.7
No	1388	97.6	148	96.1	132	93.0
Yes, on one or two occasions	12	.8	3	1.9	5	3.5
Yes, on a few occasions	14	1.0	1	.6	3	2.1
Yes, on several occasions	3	.2	0	.0	1	.7
	1422	100.0	154	99.9	142	100.0
No Response	28	1.9	4	2.5	4	2.7
178. Have you ever been asked by the parents of any of your pupils to alter the content of any of your courses so that your students would be better prepared for standardized tests?						
The school has no guidance counselor	0	.0	2	1.3	0	.0
I don't know or can't remember	5	.4	0	.0	0	.0
No	1393	97.9	146	94.8	136	95.8
Yes, on one or two occasions	16	1.1	5	3.2	4	2.8
Yes, on a few occasions	7	.5	1	.6	0	.0
Yes, on several occasions	2	.1	0	.0	2	1.4
	1423	100.0	154	99.9	142	100.0
No Response	27	1.8	4	2.5	4	2.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%

179. Have you ever been asked by the parents of any of your pupils to change your teaching methods or the order in which you present your material (but not the content of your courses) so that your students would be better prepared for standardized tests?

	Public f	Public %	Private f	Private %	Parochial f	Parochial %
The school has no guidance counselor	1	.1	1	.6	0	.0
I don't know or can't remember	4	.3	0	.0	1	.7
No	1401	98.5	148	96.1	138	97.2
Yes, on one or two occasions	10	.7	4	2.6	2	1.4
Yes, on a few occasions	5	.4	0	.0	0	.0
Yes, on several occasions	1	.1	1	.6	1	.7
	1422	100.1	154	99.9	142	100.0
No Response	28	1.9	4	2.5	4	2.7

180. Have you ever been asked by any of your pupils to alter the content of any of your courses so that they would be better prepared for standardized tests?

	Public f	Public %	Private f	Private %	Parochial f	Parochial %
The school has no guidance counselor	1	.1	1	.6	1	.7
I don't know or can't remember	11	.8	1	.6	0	.0
No	1339	94.1	132	85.7	127	89.4
Yes, on one or two occasions	45	3.2	13	8.4	9	6.3
Yes, on a few occasions	22	1.5	7	4.5	3	2.1
Yes, on several occasions	5	.4	0	.0	2	1.4
	1423	100.1	154	99.8	142	99.9
No Response	27	1.8	4	2.5	4	2.7

181. Have you ever been asked by any of your pupils to change your teaching methods or the order in which you present your material (but not the content of your courses) so that they would be better prepared for standardized tests?

	Public f	Public %	Private f	Private %	Parochial f	Parochial %
The school has no guidance counselor	0	.0	1	.6	0	.0
I don't know or can't remember	8	.6	0	.0	0	.0
No	1364	95.9	142	92.2	131	92.3
Yes, on one or two occasions	36	2.5	8	5.2	8	5.6
Yes, on a few occasions	11	.8	3	1.9	2	1.4
Yes, on several occasions	3	.2	0	.0	1	.7
	1422	100.0	154	99.9	142	100.0
No Response	28	1.9	4	2.5	4	2.7

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
182. Have you ever been asked by the principal or other administrative official of your school to conduct one or more special classes designed to prepare pupils specifically for standardized tests?						
The school has no guidance counselor	0	.0	1	.6	0	.0
I don't know or can't remember	1	.1	0	.0	0	.0
No	1399	98.3	142	92.2	129	90.8
Yes, on one or two occasions	14	1.0	9	5.8	8	5.6
Yes, on a few occasions	7	.5	2	1.3	3	2.1
Yes, on several occasions	2	.1	0	.0	2	1.4
	1423	100.0	154	99.9	142	99.9
No Response	27	1.8	4	2.5	4	2.7
183. Have you ever been asked by the parents of any of your pupils to conduct one or more special classes designed to prepare pupils specifically for standardized tests?						
The school has no guidance counselor	1	.1	1	.6	0	.0
I don't know or can't remember	1	.1	0	.0	1	.7
No	1402	98.8	148	96.1	135	95.7
Yes, on one or two occasions	11	.8	4	2.6	5	3.5
Yes, on a few occasions	3	.2	0	.0	0	.0
Yes, on several occasions	1	.1	1	.6	0	.0
	1419	100.1	154	99.9	141	99.9
No Response	31	2.1	4	2.5	5	3.4
184. Have you ever attended any clinics or meetings intended primarily to acquaint teachers with the content, philosophy, or methodology of standardized testing (not counting courses taken in college or graduate school)?						
Yes, within the last two years	121	8.5	9	5.8	20	13.8
Yes, prior to the last two years	158	11.1	10	6.5	22	15.2
Yes, both within the last two years and prior to that	53	3.7	10	6.5	15	10.3
Never	957	67.3	120	77.4	79	54.5
I don't remember	132	9.3	6	3.9	9	6.2
	1421	99.9	155	100.1	145	100.0
No Response	29	1.9	3	1.9	1	.7

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
185. Do you feel that teachers have a responsibility to try to prepare their students specifically for standardized achievement tests (e.g., the Iowa Tests of Educational Development or the College Board Achievement Tests)?						
Yes, this is a major responsibility of a teacher	52	3.7	14	9.2	9	6.2
Yes, this is a minor responsibility of a teacher	245	17.2	43	28.1	35	24.3
Only in some cases	172	12.1	16	10.5	21	14.6
No	799	56.1	71	46.4	71	49.3
I have no opinion	156	11.0	9	5.9	8	5.6
	1424	100.1	153	100.1	144	100.0
No Response	26	1.7	5	3.2	2	1.4
186. Do you feel that teachers have a responsibility to try to prepare their students specifically for standardized aptitude or intelligence tests (e.g., the College Board Scholastic Aptitude Test)?						
Yes, this is a major responsibility of a teacher	65	4.6	7	4.6	9	6.2
Yes, this is a minor responsibility of a teacher	225	15.8	42	27.5	34	23.4
Only in some cases	192	13.5	17	11.1	23	15.9
No	787	55.3	80	52.3	72	49.7
I have no opinion	154	10.8	7	4.6	7	4.8
	1423	100.0	153	100.1	145	100.0
No Response	27	1.8	5	3.2	1	.7
187. How frequently do you use objective (that is, multiple-choice, true-false, matching, or completion) questions in tests that you prepare for your students?						
Always or nearly always	175	12.3	4	2.6	19	13.1
Most of the time	320	22.5	1	.7	30	20.7
Frequently	466	32.7	20	13.1	56	38.6
Occasionally	358	25.1	63	41.2	35	24.1
Never or almost never	106	7.4	65	42.5	5	3.4
	1425	100.0	153	100.1	145	99.9
No Response	25	1.7	5	3.2	1	.7
188. How frequently do you use essay or short essay questions in tests that you prepare for your students?						
Alway or nearly always	108	7.6	41	26.5	19	13.2
Most of the time	212	14.9	42	27.1	19	13.2
Frequently	452	31.8	30	19.4	59	41.0
Occasionally	453	31.9	21	13.5	40	27.8
Never or almost never	197	13.9	21	13.5	7	4.9
	1422	100.1	155	100.0	144	100.1
No Response	28	1.9	3	1.9	2	1.4

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
189. How important do you feel the kind of intelligence measured by standardized tests is for success in school or college?						
No opinion	68	4.8	12	8.3	4	2.8
It is not important at all	19	1.4	1	.7	0	.0
It is less important than most other qualities	225	16.0	33	22.9	30	20.7
It is about the same in importance as most other qualities	799	56.8	60	41.7	77	53.1
It is more important than most other qualities	284	20.2	35	24.3	32	22.1
It is the most important quality for success	11	.8	3	2.1	2	1.4
	1406	100.0	144	100.0	145	100.1
No Response	44	3.0	14	8.9	1	.7
190. How important do you feel the kind of intelligence measured by standardized tests is for success in one of the professions, such as law or medicine?						
No opinion	82	5.8	13	9.2	3	2.1
It is not important at all	20	1.4	2	1.4	0	.0
It is less important than most other qualities	148	10.5	23	16.2	18	12.4
It is about the same in importance as most other qualities	664	47.3	64	45.1	81	55.9
It is more important than most other qualities	445	31.7	36	25.4	39	26.9
It is the most important quality for success	44	3.1	4	2.8	4	2.8
	1403	99.8	142	100.1	145	100.1
No Response	47	3.2	16	10.1	1	.7
191. How important do you feel the kind of intelligence measured by standardized tests is for success in the business world?						
No opinion	80	5.7	18	12.7	4	2.8
It is not important at all	30	2.1	9	6.3	2	1.4
It is less important than most other qualities	397	28.2	46	32.4	42	29.2
It is about the same in importance as most other qualities	756	53.7	60	42.3	83	57.6
It is more important than most other qualities	131	9.3	7	4.9	11	7.6
It is the most important quality for success	13	.9	2	1.4	2	1.4
	1407	99.9	142	100.0	144	100.0
No Response	43	2.9	16	10.1	2	1.4

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
192. Do you think standardized intelligence tests measure primarily the intelligence people are born with, or what they have learned?						
IQ tests measure only inborn intelligence	15	1.1	1	.7	2	1.4
IQ tests measure mostly inborn intelligence but learning makes some difference	361	25.7	45	30.4	60	41.4
IQ tests measure inborn intelligence and learning about equally	361	25.7	48	32.4	39	26.9
IQ tests measure mostly learned knowledge, but inborn intelligence makes some difference	510	36.3	32	21.6	33	22.8
IQ tests measure only learned knowledge	55	3.9	1	.7	1	.7
No opinion	103	7.3	21	14.2	10	6.9
	1405	100.0	148	100.0	145	100.1
No Response	45	3.0	10	6.3	1	.7
193. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in college?						
They are completely different	37	2.7	4	2.8	0	.0
They are more different than alike	82	5.9	21	14.6	10	7.0
They are similar, but there are many differences	688	49.4	74	51.4	56	39.4
They are basically the same, but there are a few differences	555	39.8	42	29.2	68	47.9
They are identical	31	2.2	3	2.1	8	5.6
	1393	100.0	144	100.1	142	99.9
No Response	57	3.9	14	8.9	4	2.7
194. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in graduate school?						
They are completely different	50	3.6	8	5.6	3	2.1
They are more different than alike	122	8.8	28	19.6	14	10.0
They are similar, but there are many differences	599	43.1	59	41.3	53	37.9
They are basically the same, but there are a few differences	583	41.9	45	31.5	63	45.0
They are identical	37	2.7	3	2.1	7	5.0
	1391	100.1	143	100.1	140	100.0
No Response	59	4.0	15	9.5	6	4.1

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
195. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in one of the professions, such as law or medicine?						
They are completely different	45	3.2	8	5.7	1	.7
They are more different than alike	125	9.0	28	19.9	12	8.6
They are similar, but there are many differences	652	46.9	67	47.5	63	45.0
They are basically the same, but there are a few differences	538	38.7	36	25.5	59	42.1
They are identical	30	2.2	2	1.4	5	3.6
	1390	100.0	141	100.0	140	100.0
No Response	60	4.1	17	10.8	6	4.1
196. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in the business world?						
They are completely different	70	5.0	13	9.2	1	.7
They are more different than alike	223	16.1	44	31.0	31	22.5
They are similar, but there are many differences	734	52.9	63	44.4	57	41.3
They are basically the same, but there are a few differences	338	24.4	21	14.8	46	33.3
They are identical	22	1.6	1	.7	3	2.2
	1387	100.0	142	100.1	138	100.0
No Response	63	4.3	16	10.1	8	5.5
197. Card Sort Score (possible score range from 23 to 88)						
20 - 29	46	3.3	5	3.3	1	.7
30 - 39	173	12.4	17	11.2	14	9.9
40 - 49	270	19.3	32	21.2	16	11.2
50 - 59	377	27.0	38	25.1	47	33.2
60 - 69	333	23.8	31	20.4	39	27.6
70 - 79	161	11.5	21	13.9	21	14.8
80 - 89	38	2.7	7	4.7	3	2.1
	1398	100.0	151	99.8	141	99.5
No Response	51	3.5	7	4.4	5	3.4
Mean	54.55		54.82		57.80	

CHAPTER V

SUMMARY OF RESPONSES TO THE COUNSELOR QUESTIONNAIRE

The tables that follow present the responses to items in the Counselor Questionnaire, which is presented in Appendix C. The tables are presented in the order of the questions on the questionnaire, and the responses are separated according to public, private and parochial schools.

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CHAPTER V

Responses to Counselors Questionnaire
by 143 Public School, 27 Private School
and 18 Parochial School Counselors
(Frequencies and Percent)

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
YOUR BACKGROUND.						
1. Sex						
Male	91	63.6	15	55.6	8	44.4
Female	52	36.4	12	44.4	10	55.6
	143	100.0	27	100.0	18	100.0
No Response	0	.0	0	.0	0	.0
2. Age						
25 or under	2	1.4	0	.0	1	5.6
26-30	21	14.7	2	7.4	2	11.1
31-35	26	18.2	1	3.7	4	22.2
36-40	16	11.2	4	14.8	2	11.1
41-45	26	18.2	4	14.8	4	22.2
46-50	12	8.4	6	22.2	3	16.7
51-55	18	12.6	6	22.2	1	5.6
56-60	13	9.1	3	11.1	0	.0
Over 60	9	6.3	1	3.7	1	5.6
	143	100.1	27	99.9	18	100.1
No Response	0	.0	0	.0	0	.0
3. How many years of experience in counseling and guidance do you have?						
0- 4 years	60	44.5	5	20.9	6	37.6
5-10 years	40	29.6	10	41.7	7	43.9
11 or more years	35	25.8	9	37.7	3	18.8
	135	99.9	24	100.3	16	100.3
No Response	8	5.6	3	11.1	2	11.1
4. During how many of those years did you spend more than 50 per cent of your time in counseling and guidance?						
0- 4 years	56	55.5	4	28.5	4	50.0
5-10 years	29	28.7	7	50.0	3	37.5
11 or more years	16	16.0	3	21.3	1	12.5
	101	100.2	14	99.8	8	100.0
No Response	42	29.4	13	48.1	10	55.6

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
5. How many years of teaching experience do you have? Count each year in which you taught one or more courses.						
0- 4 years	18	12.6	1	3.8	3	16.7
5-10 years	42	29.4	6	22.9	3	16.7
11 or more years	82	57.4	19	72.6	12	66.9
	142	99.4	26	99.3	18	100.3
No Response	1	.7	1	3.7	0	.0
6. During how many of these years were you a full-time teacher?						
0- 4 years	26	18.8	4	16.0	5	27.8
5-10 years	58	41.9	9	36.0	3	16.7
11 or more years	54	38.7	12	48.0	10	55.9
	138	99.4	25	100.0	18	100.4
No Response	5	3.5	2	7.4	0	.0
7. Greatest amount of education completed.						
High School	0	.0	0	.0	0	.0
Some college	1	.7	1	3.7	0	.0
Bachelor's degree	3	2.1	2	7.4	0	.0
Bachelor's degree, some credit toward master's	33	23.1	7	25.9	6	33.3
Master's degree	51	35.7	3	29.6	9	50.0
Master's degree, some credit toward Ph.D. or Ed.D.	53	37.1	8	29.6	3	16.7
Ph.D. or Ed.D.	2	1.4	1	3.7	0	.0
	143	100.1	27	99.9	18	100.0
No Response	0	.0	0	.0	0	.0
8. Which of the following best describes the educational institution that awarded your highest degree?						
Nonuniversity-affiliated teachers college	14	9.8	1	3.7	1	5.6
University-affiliated teachers college or school of education	82	57.3	7	25.9	3	16.7
University (but not in the school of education)	24	16.8	12	44.4	6	33.3
Liberal arts college	23	16.1	7	25.9	7	38.9
Other	0	.0	0	.0	1	5.6
No college degree	0	.0	0	.0	0	.0
	143	100.0	27	99.9	18	100.1
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
9. What was your major area of study leading to your highest degree?						
Education	47	33.1	4	15.4	7	38.9
Guidance	54	38.0	3	11.5	2	5.6
Physical education or home economics	9	6.3	1	3.8	0	.0
Psychology	6	4.2	1	3.8	1	5.6
Other social sciences	6	4.2	0	.0	0	.0
Natural sciences or mathematics	1	.7	5	19.2	1	5.6
Humanities (English, history, etc.)	10	7.0	9	34.6	3	16.7
Languages	2	1.4	1	3.8	3	16.7
Other	7	4.9	2	7.7	2	11.1
	142	99.8	26	99.8	18	100.2
No Response	1	.7	1	3.7	0	.0
10. Approximately how many graduate or undergraduate courses in the following general area have you had? Tests and Measurements (sample course titles: Individual Testing; Analysis of the Individual; Psychological Measurements; Diagnostic Testing; Group Tests and Techniques; Mental Measurements; Personality Testing; etc.)						
None	6	4.2	9	34.6	1	5.9
One	17	11.9	6	23.1	2	11.8
Two	28	19.6	4	15.4	6	35.3
Three	32	22.4	1	3.8	2	11.8
Four	21	14.7	4	15.4	3	17.6
Five or more	39	27.3	2	7.7	3	17.6
	143	100.1	26	100.0	17	100.0
No Response	0	.0	1	3.7	1	5.6
11. Approximately how many graduate or undergraduate courses in the following general area have you had? Methods of Research (sample course titles: Research in Education; Statistical Methods in Education and Psychology; Statistics; Educational Statistics; Methods in Educational Research; Research Design; etc.)						
None	12	8.4	11	42.3	2	11.1
One	41	28.7	9	34.6	4	22.2
Two	39	27.3	4	15.4	5	27.8
Three	27	18.9	1	3.8	1	5.6
Four	10	7.0	0	.0	3	16.7
Five or more	14	9.8	1	3.8	3	16.7
	143	100.1	26	99.9	18	100.1
No Response	0	.0	1	3.7	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
12. Number of counselors indicating that they spend at least part of their time now teaching the following subjects:						
English	19	14.5	3	12.0	6	35.3
Social Studies	22	16.8	7	28.0	6	35.3
Science	8	6.1	4	16.0	2	11.8
Mathematics	8	6.1	3	12.0	1	5.9
Foreign language	6	4.6	3	12.0	4	23.5
Commercial (typing, shorthand)	6	4.6	0	.0	0	.0
Art or Music	3	2.3	1	4.0	1	5.9
Physical Education	7	5.3	5	20.0	2	11.8
Other (religion, speech, reading, industrial-vocational arts, guidance courses, psychology)	16	12.2	3	12.0	6	35.3
Don't teach	63	48.1	4	16.0	2	11.8
Total N Responding	131		25		17	
No Response	12	8.4	2	7.4	1	5.6

Note: Some counselors indicated that they teach more than one subject. Since percentages are based on total N responding rather than the sum of the frequency column, they do not total to 100.

	Public		Private		Parochial	
	f	%	f	%	f	%
13. What is the title of your present position? (Mark your major title.)						
Director of guidance and counseling	23	16.1	2	8.3	2	13.3
Guidance counselor	55	38.5	1	4.2	3	20.0
Teacher-counselor	38	26.6	4	16.7	5	33.3
Director of testing	1	.7	0	.0	0	.0
Principal	15	10.5	1	4.2	2	13.3
Assistant Principal	4	2.8	3	12.5	2	13.3
Other	7	4.9	13	54.2	1	6.7
	143	100.1	24	100.1	15	99.9
No Response	0	.0	3	11.1	3	16.7
14. For how many years have you held your present position?						
None	0	.0	0	.0	0	.0
1-4 years	88	62.4	11	40.7	13	72.3
5-9 years	32	22.8	10	37.0	4	22.3
10-14 years	9	6.3	3	11.1	0	.0
15-19 years	5	3.5	1	3.7	1	5.6
20-24 years	6	4.2	1	3.7	0	.0
25-29 years	1	.7	1	3.7	0	.0
30 years or more	0	.0	0	.0	0	.0
	141	99.9	27	99.9	18	100.2
No Response	2	1.4	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
15. For how many students are you now responsible as a guidance counselor?						
1-4 students	93	70.5	24	96.0	13	76.5
5-10 students	37	28.0	1	4.0	4	23.6
11 or more students	2	1.6	0	.0	0	.0
	132	100.1	25	100.0	17	100.1
No Response	11	7.7	2	7.4	1	5.6
16. Have you attended an NDEA Counseling and Guidance Institute?						
No	106	75.7	27	100.0	16	88.9
Yes, for a summer session	27	19.3	0	.0	2	11.1
Yes, for an academic year	7	5.0	0	.0	0	.0
Yes, both for a summer and an academic year	0	.0	0	.0	0	.0
	140	100.0	27	100.0	18	100.0
No Response	3	2.1	0	.0	0	.0
YOUR OPINIONS ABOUT STANDARDIZED TESTS AND THEIR USE.						
17. How accurate do you feel most standardized intelligence or aptitude tests are in measuring a student's potential?						
Much better than other measures of ability (e.g., teacher evaluations, nonstandardized tests)	61	42.7	5	18.5	5	29.4
Slightly better than other measures	60	42.0	16	59.3	7	41.2
No better than other measures	19	13.3	5	18.5	4	23.5
Not so good as other measures	2	1.4	1	3.7	1	5.9
Much worse than other measures	0	.0	0	.0	0	.0
No opinion	1	.7	0	.0	0	.0
	143	100.1	27	100.0	17	100.0
No Response	0	.0	0	.0	1	5.6
18. Which one of the following kinds of information do you feel provides the single most accurate measure of a student's intellectual ability?						
Grade average	22	15.4	2	7.4	4	22.2
Parents' opinions	0	.0	0	.0	0	.0
Standardized achievement-test scores	25	17.5	2	7.4	4	22.2
IQ or scholastic aptitude-test scores	81	56.6	17	63.0	6	33.3
Teacher recommendations	14	9.8	5	18.5	3	16.7
The student's own opinion	0	.0	1	3.7	0	.0
Peers' opinions	1	.7	0	.0	1	5.6
	143	100.0	27	100.0	18	100.0
No Response	0	.0	0	.0	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
19. Which one of the following kinds of information do you feel provides the second most accurate measure of a student's intellectual ability?						
Grade average	30	21.0	7	25.9	7	38.9
Parents' opinions	0	.0	0	.0	0	.0
Standardized achievement-test scores	65	45.5	8	29.6	5	27.8
IQ or scholastic aptitude-test scores	21	14.7	4	14.8	3	16.7
Teacher recommendations	27	18.9	8	29.6	3	16.7
The student's own opinion	0	.0	0	.0	0	.0
Peers' opinions	0	.0	0	.0	0	.0
	143	100.1	27	99.9	18	100.1
No Response	0	.0	0	.0	0	.0
20. Which one of the following kinds of information do you feel provides the third most accurate measure of a student's intellectual ability?						
Grade average	56	39.2	6	23.1	3	16.7
Parents' opinions	1	.7	0	.0	0	.0
Standardized achievement-test scores	30	21.0	8	30.8	5	27.8
IQ or scholastic aptitude-test scores	23	16.1	3	11.5	7	38.9
Teacher recommendations	27	18.9	9	34.6	3	16.7
The student's own opinion	3	2.1	0	.0	0	.0
Peers' opinions	3	2.1	0	.0	0	.0
	143	100.1	26	100.0	18	100.1
No Response	0	.0	1	3.7	0	.0

In questions 21-62, we should like to know how much weight you think should be given to several different kinds of information, including test scores, in making decisions about a student or advising him about his future plans.

21. How much weight should be given to intelligence-test scores in assigning a student to a special class (or classes for advanced students)? (No data available.)

22. How much weight should be given to intelligence-test scores in assigning a student to a special class (or classes) for slow students?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
None	0	.0	0	.0	0	.0
A very slight amount	3	2.1	2	7.4	0	.0
A fairly slight amount	13	9.2	1	3.7	0	.0
A moderate amount	47	33.1	17	63.0	8	44.4
A fairly great amount	56	39.4	4	14.8	8	44.4
A great amount	23	16.2	3	11.1	2	11.1
	142	100.0	27	100.0	18	99.9
No Response	1	.7	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
23. How much weight should be given to intelligence-test scores in writing a recommendation for college admissions or scholarship aid?						
None	4	2.8	1	3.7	0	.0
A very slight amount	7	4.9	3	11.1	2	11.1
A fairly slight amount	14	9.9	6	22.2	1	5.6
A moderate amount	68	47.9	14	51.9	10	55.6
A fairly great amount	43	30.3	3	11.1	5	27.8
A great amount	6	4.2	0	.0	0	.0
	142	100.0	27	100.0	18	100.1
No Response	1	.7	0	.0	0	.0
24. How much weight should be given to intelligence-test scores in allowing a student to take extra courses?						
None	2	1.4	0	.0	0	.0
A very slight amount	7	4.9	2	7.4	0	.0
A fairly slight amount	23	16.2	2	7.4	1	5.6
A moderate amount	60	42.3	12	44.4	6	33.3
A fairly great amount	43	30.3	9	33.3	9	50.0
A great amount	7	4.9	2	7.4	2	11.1
	142	100.0	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0
25. How much weight should be given to intelligence-test scores in counseling a student on occupational plans?						
None	0	.0	1	3.7	0	.0
A very slight amount	3	2.1	3	11.1	0	.0
A fairly slight amount	18	12.8	3	11.1	1	5.6
A moderate amount	66	46.8	17	63.0	8	44.4
A fairly great amount	47	33.3	2	7.4	8	44.4
A great amount	7	5.0	1	3.7	1	5.6
	141	100.0	27	100.0	18	100.0
No Response	2	1.4	0	.0	0	.0
26. How much weight should be given to intelligence-test scores in counseling a student about his choice of a college?						
None	1	.7	0	.0	0	.0
A very slight amount	3	2.1	0	.0	0	.0
A fairly slight amount	13	9.2	2	7.4	1	5.6
A moderate amount	52	36.6	12	44.4	6	33.3
A fairly great amount	63	44.4	11	40.7	9	50.0
A great amount	10	7.0	2	7.4	2	11.1
	142	100.0	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
27. How much weight should be given to standardized achievement-test scores in assigning a student to an accelerated track or a special class (or classes) for advanced students?						
None	0	.0	0	.0	0	.0
A very slight amount	1	.7	3	11.1	0	.0
A fairly slight amount	6	4.2	1	3.7	0	.0
A moderate amount	42	29.6	8	29.6	5	27.8
A fairly great amount	66	46.5	13	48.1	10	55.6
A great amount	27	19.0	2	7.4	3	16.7
	142	100.0	27	99.9	18	100.1
No Response	1	.7	0	.0	0	.0
28. How much weight should be given to standardized achievement-test scores in assigning a student to a special class (or classes) for slow students?						
None	0	.0	1	3.7	0	.0
A very slight amount	2	1.4	2	7.4	0	.0
A fairly slight amount	11	7.7	0	.0	2	11.1
A moderate amount	46	32.4	13	48.1	7	38.9
A fairly great amount	55	38.7	7	25.9	7	38.9
A great amount	28	19.7	4	14.8	2	11.1
	142	99.9	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0
29. How much weight should be given to standardized achievement-test scores in writing a recommendation for college admissions or scholarship aid?						
None	0	.0	1	3.7	0	.0
A very slight amount	2	1.4	1	3.7	0	.0
A fairly slight amount	15	10.6	6	22.2	2	11.1
A moderate amount	59	41.5	13	48.1	8	44.4
A fairly great amount	54	38.0	5	18.5	7	38.9
A great amount	12	8.5	1	3.7	1	5.6
	142	100.0	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0
30. How much weight should be given to standardized achievement-test scores in allowing a student to take extra courses?						
None	1	.7	0	.0	0	.0
A very slight amount	5	3.5	2	7.4	0	.0
A fairly slight amount	14	9.9	5	18.5	0	.0
A moderate amount	50	35.2	10	37.0	7	41.2
A fairly great amount	57	40.1	8	29.6	8	47.1
A great amount	15	10.6	2	7.4	2	11.8
	142	100.0	27	99.9	17	100.1
No Response	1	.7	0	.0	1	5.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
31. How much weight should be given to standardized achievement-test scores in counseling a student on occupational plans?						
None	2	1.4	0	.0	0	.0
A very slight amount	7	4.9	5	18.5	0	.0
A fairly slight amount	14	9.9	7	25.9	1	5.6
A moderate amount	63	44.4	12	44.4	9	50.0
A fairly great amount	45	31.7	2	7.4	7	38.9
A great amount	11	7.7	1	3.7	1	5.6
	142	100.0	27	99.9	18	100.1
No Response	1	.7	0	.0	0	.0
32. How much weight should be given to standardized achievement-test scores in counseling a student about his choice of a college?						
None	0	.0	0	.0	0	.0
A very slight amount	4	2.8	1	3.7	0	.0
A fairly slight amount	11	7.7	4	14.8	1	5.6
A moderate amount	52	36.6	6	22.2	7	38.9
A fairly great amount	61	43.0	14	51.9	9	50.0
A great amount	14	9.9	2	7.4	1	5.6
	142	100.0	27	100.0	18	100.1
No Response	1	.7	0	.0	0	.0
33. How much weight should be given to over-all grade average in assigning a student to an accelerated track or special class (or classes) for advanced students?						
None	0	.0	0	.0	0	.0
A very slight amount	3	2.1	0	.0	0	.0
A fairly slight amount	4	2.8	0	.0	0	.0
A moderate amount	31	21.8	8	29.6	4	22.2
A fairly great amount	60	42.3	12	44.4	7	38.9
A great amount	44	31.0	7	25.9	7	38.9
	142	100.0	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0
34. How much weight should be given to over-all grade average in assigning a student to a special class (or classes) for slow students?						
None	1	.7	0	.0	0	.0
A very slight amount	5	3.5	0	.0	0	.0
A fairly slight amount	9	6.3	0	.0	0	.0
A moderate amount	43	30.3	10	37.0	4	22.2
A fairly great amount	52	36.6	12	44.4	7	38.9
A great amount	32	22.5	5	18.5	7	38.9
	142	99.9	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
35. How much weight should be given to over-all grade average in writing a recommendation for college admissions or scholarship aid?						
None	0	.0	0	.0	0	.0
A very slight amount	0	.0	0	.0	0	.0
A fairly slight amount	0	.0	1	3.7	1	5.6
A moderate amount	35	24.6	6	22.2	2	11.1
A fairly great amount	59	41.5	16	59.3	9	50.0
A great amount	48	33.8	4	14.8	6	33.3
	142	99.9	27	100.0	18	100.0
No Response	1	.7	0	.0	0	.0
36. How much weight should be given to over-all grade average in allowing a student to take extra courses?						
None	0	.0	0	.0	0	.0
A very slight amount	0	.0	0	.0	0	.0
A fairly slight amount	4	2.8	1	3.7	2	11.1
A moderate amount	37	26.1	4	14.8	3	16.7
A fairly great amount	55	38.7	15	55.6	7	38.9
A great amount	46	32.4	7	25.9	6	33.3
	142	100.0	27	100.0	18	100.0
No Response	1	.7	0	.0	0	.0
37. How much weight should be given to over-all grade average in counseling a student on occupational plans?						
None	0	.0	0	.0	0	.0
A very slight amount	1	.7	1	3.7	1	5.6
A fairly slight amount	12	8.5	6	22.2	0	.0
A moderate amount	64	45.1	12	44.4	7	38.9
A fairly great amount	42	29.6	6	22.2	3	16.7
A great amount	23	16.2	2	7.4	7	38.9
	142	100.1	27	99.9	18	100.1
	1	.7	0	.0	0	.0
38. How much weight should be given to over-all grade average in counseling a student about his choice of a college?						
None	0	.0	0	.0	0	.0
A very slight amount	1	.7	0	.0	0	.0
A fairly slight amount	2	1.4	1	4.0	1	5.6
A moderate amount	37	26.2	7	28.0	3	16.7
A fairly great amount	67	47.5	9	36.0	8	44.4
A great amount	34	24.1	8	32.0	6	33.3
	141	99.9	25	100.0	18	100.0
No Response	2	1.4	2	7.4	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
39. How much weight should be given to personality-test scores in assigning a student to an accelerated track or special class (or classes) for advanced students?						
None	34	24.1	5	20.0	2	11.1
A very slight amount	40	28.4	5	20.0	3	16.7
A fairly slight amount	31	22.0	6	24.0	5	27.8
A moderate amount	25	17.7	6	24.0	7	38.9
A fairly great amount	9	6.4	3	12.0	1	5.6
A great amount	2	1.4	0	.0	0	.0
	141	100.0	25	100.0	18	100.1
No Response	2	1.4	2	7.4	0	.0
40. How much weight should be given to personality-test scores in assigning a student to a special class (or classes) for slow students?						
None	32	22.7	3	12.0	1	5.6
A very slight amount	29	20.6	5	20.0	4	22.2
A fairly slight amount	33	23.4	8	32.0	4	22.2
A moderate amount	28	19.9	6	24.0	7	38.9
A fairly great amount	14	9.9	2	8.0	1	5.6
A great amount	5	3.5	1	4.0	1	5.6
	141	100.0	25	100.0	18	100.1
No Response	2	1.4	2	7.4	0	.0
41. How much weight should be given to personality-test scores in writing a recommendation for college admissions or scholarship aid?						
None	25	17.7	5	20.0	2	11.1
A very slight amount	26	18.4	4	16.0	0	.0
A fairly slight amount	26	18.4	4	16.0	4	22.2
A moderate amount	44	31.2	5	20.0	6	33.3
A fairly great amount	17	12.1	7	28.0	4	22.2
A great amount	3	2.1	0	.0	2	11.1
	141	99.9	25	100.0	18	99.9
No Response	2	1.4	2	7.4	0	.0
42. How much weight should be given to personality-test scores in allowing a student to take extra courses?						
None	45	31.9	7	28.0	2	11.1
A very slight amount	36	25.5	2	8.0	3	16.7
A fairly slight amount	27	19.1	11	44.0	2	11.1
A moderate amount	23	16.3	3	12.0	8	44.4
A fairly great amount	7	5.0	2	8.0	2	11.1
A great amount	3	2.1	0	.0	1	5.6
	141	99.9	25	100.0	18	100.0
No Response	2	1.4	2	7.4	0	.0

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
43. How much weight should be given to personality-test scores in counseling a student on occupational plans?						
None	15	10.6	0	.0	2	11.1
A very slight amount	21	14.9	1	4.0	0	.0
A fairly slight amount	19	13.5	7	28.0	3	16.7
A moderate amount	32	22.7	7	28.0	6	33.3
A fairly great amount	38	27.0	9	36.0	5	27.8
A great amount	16	11.3	1	4.0	2	11.1
	141	100.0	25	100.0	18	100.0
No Response	2	1.4	2	7.4	0	.0
44. How much weight should be given to personality-test scores in counseling a student about his choice of a college?						
None	26	18.4	2	8.0	2	11.1
A very slight amount	21	14.9	3	12.0	2	11.1
A fairly slight amount	22	15.6	5	20.0	2	11.1
A moderate amount	52	36.9	11	44.0	6	33.3
A fairly great amount	15	10.6	3	12.0	4	22.2
A great amount	5	3.5	1	4.0	2	11.1
	141	99.9	25	100.0	18	99.9
No Response	2	1.4	2	7.4	0	.0
45. How much weight should be given to vocational-interest-test scores in assigning a student to an accelerated track or a special class (or classes) for advanced students?						
None	18	12.7	7	26.9	2	11.8
A very slight amount	28	19.7	4	15.4	1	5.9
A fairly slight amount	33	23.2	6	23.1	3	17.6
A moderate amount	36	25.4	6	23.1	5	29.4
A fairly great amount	19	13.4	2	7.7	5	29.4
A great amount	8	5.6	1	3.8	1	5.9
	142	100.0	26	100.0	17	100.0
No Response	1	.7	1	3.7	1	5.6
46. How much weight should be given to vocational-interest-test scores in assigning a student to a special class (or classes) for slow students?						
None	29	20.4	6	23.1	1	5.9
A very slight amount	31	21.8	6	23.1	2	11.8
A fairly slight amount	30	21.1	8	30.8	4	23.5
A moderate amount	28	19.7	3	11.5	4	23.5
A fairly great amount	20	14.1	1	3.8	3	17.6
A great amount	4	2.8	2	7.7	3	17.6
	142	99.9	26	100.0	17	99.9
No Response	1	.7	1	3.7	1	5.6

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
47. How much weight should be given to vocational-interest-test scores in writing a recommendation for college admissions or scholarship aid?						
None	24	16.9	5	19.2	1	5.9
A very slight amount	19	13.4	4	15.4	3	17.6
A fairly slight amount	37	26.1	9	34.6	3	17.6
A moderate amount	38	26.8	4	15.4	3	17.6
A fairly great amount	16	11.3	3	11.5	4	23.5
A great amount	8	5.6	1	3.8	3	17.6
	142	100.1	26	99.9	17	99.8
No Response	1	.7	1	3.7	1	5.6
48. How much weight should be given to vocational-interest-test scores in allowing a student to take extra courses?						
None	28	[illegible].9	5	19.2	1	5.9
A very slight amount	22	15.6	5	19.2	2	11.8
A fairly slight amount	32	22.7	5	19.2	5	29.4
A moderate amount	43	30.5	6	23.1	4	23.5
A fairly great amount	12	8.5	4	15.4	2	11.8
A great amount	4	2.8	1	3.8	3	17.6
	141	100.0	26	99.9	17	100.0
No Response	2	1.4	1	3.7	1	5.6
49. How much weight should be given to vocational-interest-test scores in counseling a student on occupational plans?						
None	3	2.1	1	3.8	0	.0
A very slight amount	6	4.3	0	.0	0	.0
A fairly slight amount	15	10.6	0	.0	1	5.9
A moderate amount	32	22.7	13	50.0	6	35.3
A fairly great amount	44	31.2	6	23.1	5	29.4
A great amount	41	29.1	6	23.1	5	29.4
	141	100.0	26	100.0	17	100.0
No Response	2	1.4	1	3.7	1	5.6
50. How much weight should be given to vocational-interest-test scores in counseling a student about his choice of a college?						
None	8	5.7	2	7.7	0	.0
A very slight amount	11	7.8	0	.0	0	.0
A fairly slight amount	22	15.6	2	7.7	2	11.8
A moderate amount	37	26.2	17	65.4	7	41.2
A fairly great amount	40	28.4	3	11.5	6	35.3
A great amount	23	16.3	2	7.7	2	11.8
	141	100.0	26	100.0	17	100.1
No Response	2	1.4	1	3.7	1	5.6

51. How much weight should be given to recommendations of former teachers in assigning a student to an accelerated track or a special class (or classes) for advanced students?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
None	1	.7	0	.0	0	.0
A very slight amount	2	1.4	0	.0	0	.0
A fairly slight amount	13	9.2	1	3.7	2	11.1
A moderate amount	37	26.1	1	3.7	7	38.9
A fairly great amount	63	44.4	16	59.3	7	38.9
A great amount	26	18.3	9	33.3	2	11.1
	142	100.1	27	100.0	18	100.0
No Response	1	.7	0	.0	0	.0

52. How much weight should be given to recommendations of former teachers in assigning a student to a special class (or classes) for slow students?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
None	2	1.4	0	.0	0	.0
A very slight amount	3	2.1	0	.0	0	.0
A fairly slight amount	11	7.7	1	3.7	2	11.1
A moderate amount	39	27.5	1	3.7	8	44.4
A fairly great amount	63	44.4	17	63.0	6	33.3
A great amount	24	16.9	8	29.6	2	11.1
	142	100.0	27	100.0	18	99.9
No Response	1	.7	0	.0	0	.0

53. How much weight should be given to recommendations of former teachers in writing a recommendation for college admissions or scholarship aid?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
None	2	1.4	0	.0	0	.0
A very slight amount	6	4.2	1	3.7	0	.0
A fairly slight amount	17	12.0	2	7.4	2	11.1
A moderate amount	49	34.5	4	14.8	6	33.3
A fairly great amount	49	34.5	13	48.1	6	33.3
A great amount	19	13.4	7	25.9	4	22.2
	142	100.0	27	99.9	18	99.9
No Response	1	.7	0	.0	0	.0

54. How much weight should be given to recommendations of former teachers in allowing a student to take extra courses?

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
None	1	.7	0	.0	0	.0
A very slight amount	8	5.6	0	.0	0	.0
A fairly slight amount	19	13.4	2	7.4	4	22.2
A moderate amount	40	28.2	5	18.5	6	33.3
A fairly great amount	56	39.4	14	51.9	5	27.8
A great amount	18	12.7	6	22.2	3	16.7
	142	100.0	27	100.0	18	100.0
No Response	1	.7	0	.0	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
55. How much weight should be given to recommendations of former teachers in counseling a student on occupational plans?						
None	4	2.8	0	.0	0	.0
A very slight amount	12	8.5	4	14.8	0	.0
A fairly slight amount	35	24.6	5	18.5	4	22.2
A moderate amount	58	40.8	11	40.7	7	38.9
A fairly great amount	27	19.0	3	11.1	6	33.3
A great amount	6	4.2	4	14.8	1	5.6
	142	99.9	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0
56. How much weight should be given to recommendations of former teachers in counseling a student about his choice of a college?						
None	5	3.5	0	.0	0	.0
A very slight amount	18	12.8	1	3.7	0	.0
A fairly slight amount	32	22.7	5	18.5	6	33.3
A moderate amount	54	38.3	3	11.1	5	27.8
A fairly great amount	24	17.0	14	51.9	6	33.3
A great amount	8	5.7	4	14.8	1	5.6
	141	100.0	27	100.0	18	100.0
No Response	2	1.4	0	.0	0	.0
57. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in assigning a student to an accelerated track or a special class (or classes) for advanced students?						
None	72	50.7	17	63.0	8	44.4
A very slight amount	37	26.1	6	22.2	2	11.1
A fairly slight amount	15	10.6	2	7.4	1	5.6
A moderate amount	9	6.3	1	3.7	7	38.9
A fairly great amount	8	5.6	1	3.7	0	.0
A great amount	1	.7	0	.0	0	.0
	142	100.0	27	100.0	18	100.0
No Response	1	.7	0	.0	0	.0
58. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in assigning a student to a special class (or classes) for slow students?						
None	68	47.9	14	51.9	7	38.9
A very slight amount	38	26.8	8	29.6	4	22.2
A fairly slight amount	18	12.7	1	3.7	0	.0
A moderate amount	11	7.7	1	3.7	7	38.9
A fairly great amount	6	4.2	2	7.4	0	.0
A great amount	1	.7	1	3.7	0	.0
	142	100.0	27	100.0	18	100.0
No Response	1	.7	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
59. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in writing a recommendation for college admissions or scholarship aid?						
None	14	9.9	4	14.8	0	.0
A very slight amount	15	10.6	6	22.2	1	5.6
A fairly slight amount	18	12.7	4	14.8	2	11.1
A moderate amount	23	16.2	7	25.9	7	38.9
A fairly great amount	39	27.5	3	11.1	6	33.3
A great amount	33	23.2	3	11.1	2	11.1
	142	100.1	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0
60. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in allowing a student to take extra courses?						
None	72	51.1	16	59.3	9	50.0
A very slight amount	33	23.4	8	29.6	2	11.1
A fairly slight amount	19	13.5	1	3.7	1	5.6
A moderate amount	8	5.7	2	7.4	5	27.8
A fairly great amount	9	6.4	0	.0	1	5.6
A great amount	0	.0	0	.0	0	.0
	141	100.1	27	100.0	18	100.1
No Response	2	1.4	0	.0	0	.0
61. How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in counseling a student on occupational plans?						
None	14	9.9	4	14.8	0	.0
A very slight amount	22	15.6	5	18.5	3	16.7
A fairly slight amount	27	19.1	8	29.6	4	22.2
A moderate amount	44	31.2	7	25.9	8	44.4
A fairly great amount	26	18.4	3	11.1	3	16.7
A great amount	8	5.7	0	.0	0	.0
	141	99.9	27	99.9	18	100.0
No Response	2	1.4	0	.0	0	.0
62. How much weight should be given to information about a student's family background (e.g., father's occupation, fianancial status, etc.) in counseling a student on his choice of a college?						
None	5	3.5	2	7.4	1	5.6
A very slight amount	14	9.9	4	14.8	3	16.7
A fairly slight amount	16	11.3	10	37.0	1	5.6
A moderate amount	30	21.3	4	14.8	7	38.9
A fairly great amount	57	40.4	5	18.5	4	22.2
A great amount	19	13.5	2	7.4	2	11.1
	141	99.9	27	99.9	18	100.1
No Response	2	1.4	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
63. In cases where a student's aptitude or IQ scores are considerably higher than other indications of his ability (e.g., grades, achievement-test scores), what effect would this be likely to have on the amount of weight you would give to the IQ scores in making decisions like those specified in the preceding questions?						
Considerably more weight	10	7.0	3	11.1	2	11.1
Slightly more weight	39	27.5	9	33.3	4	22.2
Slightly less weight	36	25.4	3	11.1	2	11.1
Considerably less weight	34	23.9	3	11.1	6	33.3
It would probably not have any effect	12	8.5	4	14.8	3	16.7
I don't know	11	7.7	5	18.5	1	5.6
	142	100.0	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0
64. In cases where a student's aptitude or IQ scores are considerably lower than other indications of his ability (e.g., grades, achievement-test scores), what effect would this be likely to have on the amount of weight you would give to the IQ scores in making decisions like those given in the preceding questions?						
Considerably more weight	7	4.9	3	11.1	0	.0
Slightly more weight	31	21.8	4	14.8	3	16.7
Slightly less weight	42	29.6	8	29.6	8	44.4
Considerably less weight	40	28.2	5	18.5	3	16.7
It would probably not have any effect	17	12.0	3	11.1	1	5.6
I don't know	5	3.5	4	14.8	3	16.7
	142	100.0	27	99.9	18	100.1
No Response	1	.7	0	.0	0	.0
YOUR OPINIONS ABOUT SCHOOL-SPONSORED STANDARDIZED TESTING AND EXTERNALLY-SPONSORED TESTING.						
65. How do you feel about the number of school-sponsored standardized tests that are given in your school?						
Far too many tests are given	4	2.8	0	.0	0	.0
Too many tests are given	12	8.5	7	25.9	1	5.6
About the right number of tests are given	101	71.1	19	70.4	12	66.7
Too few tests are given	19	13.4	1	3.7	3	16.7
Far too few tests are given	4	2.8	0	.0	1	5.6
No opinion	2	1.4	0	.0	1	5.6
	142	100.0	27	100.0	18	100.2
No Response	1	.7	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
66. How do you feel about the amount of use that is made of scores on school-sponsored standardized tests in your school?						
Much more use should be made of test scores	50	35.2	0	.0	2	11.1
Slightly more use should be made of test scores	50	35.2	4	14.8	9	50.0
About the right amount of use is being made of test scores	34	23.9	18	66.7	6	33.3
Slightly less use should be made of test scores	1	.7	3	11.1	0	.0
Much less use should be made of test scores	3	2.1	1	3.7	0	.0
No opinion	4	2.8	1	3.7	1	5.6
	142	99.9	27	100.0	18	100.0
No Response	1	.7	0	.0	0	.0
67. How do you feel about the ways in which scores on school-sponsored standardized tests are being used in your school?						
Very different uses should be made of test scores	23	16.2	0	.0	1	5.9
Slightly different uses should be made of test scores	48	33.8	4	14.8	5	29.4
Test scores are used in about the right ways	64	45.1	21	77.8	11	64.7
No opinion	7	4.9	2	7.4	0	.0
	142	100.0	27	100.0	17	100.0
No Response	1	.7	0	.0	1	5.6
68. How do you feel about the number of externally-sponsored tests that are given in your school?						
Far too many externally-sponsored tests are given	2	1.4	0	.0	0	.0
Too many tests are given	23	16.3	11	40.7	2	11.1
About the right number of tests are given	80	56.7	14	51.9	13	72.2
Too few tests are given	16	11.3	1	3.7	2	11.1
Far too few tests are given	0	.0	0	.0	0	.0
No opinion	20	14.2	1	3.7	1	5.6
	141	99.9	27	100.0	18	100.0
No Response	2	1.4	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
FAMILIARITY WITH STANDARDIZED TESTS.						
69. Stanford-Binet Intelligence Test						
I have never heard of the test	1	.7	1	3.8	0	.0
I recognize the name but have no other knowledge about the test	5	3.5	1	3.8	0	.0
I know what the test measures only in a general way	35	24.8	8	30.8	4	22.2
I have examined (or studied about) the test and am familiar with it	100	70.9	16	61.5	14	77.8
	141	99.9	26	99.9	18	100.0
No Response	2	1.4	1	3.7	0	.0
70. Wechsler Intelligence Scales						
I have never heard of the test	12	8.6	1	3.8	3	16.7
I recognize the name but have no other knowledge about the test	17	12.1	3	11.5	2	11.1
I know what the test measures only in a general way	32	22.9	11	42.3	2	11.1
I have examined (or studied about) the test and am familiar with it	79	56.4	11	42.3	11	61.1
	140	100.0	26	99.9	18	100.0
No Response	3	2.1	1	3.7	0	.0
71. Bell Adjustment Inventory						
I have never heard of the test	33	23.6	14	58.3	7	38.9
I recognize the name but have no other knowledge about the test	32	22.9	6	25.0	3	16.7
I know what the test measures only in a general way	36	25.7	2	8.3	3	16.7
I have examined (or studied about) the test and am familiar with it	39	27.9	2	8.3	5	27.8
	140	100.1	24	99.9	18	100.1
No Response	3	2.1	3	11.1	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
72. Strong Vocational Interest Blanks						
I have never heard of the test	18	12.9	7	28.0	4	22.2
I recognize the name but have no other knowledge about the test	14	10.0	4	16.0	4	22.2
I know what the test measures only in a general way	21	15.0	6	24.0	3	16.7
I have examined (or studied about) the test and am familiar with it	87	62.1	8	32.0	7	38.9
	140	100.0	25	100.0	18	100.0
No Response	3	2.1	2	7.4	0	.0
73. Differential Aptitude Tests						
I have never heard of the test	11	7.9	12	48.0	4	22.2
I recognize the name but have no other knowledge about the test	10	7.2	2	8.0	4	22.2
I know what the test measures only in a general way	16	11.5	5	20.0	3	16.7
I have examined (or studied about) the test and am familiar with it	102	73.4	6	24.0	7	38.9
	139	100.0	25	100.0	18	100.0
No Response	4	2.8	2	7.4	0	.0
74. Minnesota Multiphasic Personality Inventory						
I have never heard of the test	20	14.3	17	65.4	4	22.2
I recognize the name but have no other knowledge about the test	30	21.4	3	11.5	4	22.2
I know what the test measures only in a general way	39	27.9	4	15.4	3	16.7
I have examined (or studied about) the test and am familiar with it	51	36.4	2	7.7	7	38.9
	140	100.0	26	100.0	18	100.0
No Response	3	2.1	1	3.7	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
75. Kuder Preference Record, Vocational Form C						
I have never heard of the test	3	2.1	2	7.7	1	5.6
I recognize the name but have no other knowledge about the test	9	6.4	6	23.1	0	.0
I know what the test measures only in a general way	4	2.8	6	23.1	2	11.1
I have examined (or studied about) the test and am familiar with it	125	88.7	12	46.2	15	83.3
	141	100.0	26	100.1	18	100.0
No Response	2	1.4	1	3.7	0	.0
76. California Test of Mental Maturity						
I have never heard of the test	0	.0	4	16.0	0	.0
I recognize the name but have no other knowledge about the test	7	5.0	3	12.0	2	11.1
I know what the test measures only in a general way	21	14.9	10	40.0	2	11.1
I have examined (or studied about) the test and am familiar with it	113	80.1	8	32.0	14	77.8
	141	100.0	25	100.0	18	100.0
No Response	2	1.4	2	7.4	0	.0
77. California Test of Personality						
I have never heard of the test	12	8.6	11	44.0	2	12.5
I recognize the name but have no other knowledge about the test	27	19.3	5	20.0	4	25.0
I know what the test measures only in a general way	52	37.1	6	24.0	4	25.0
I have examined (or studied about) the test and am familiar with it	49	35.0	3	12.0	6	37.5
	140	100.0	25	100.0	16	100.0
No Response	3	2.1	2	7.4	2	11.1

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
78. Otis Quick-Scoring Test of Mental Ability						
I have never heard of the test	4	2.9	0	.0	2	11.1
I recognize the name but have no other knowledge about the test	3	2.1	2	7.4	0	.0
I know what the test measures only in a general way	21	15.0	4	14.8	2	11.1
I have examined (or studied about) the test and am familiar with it	112	80.0	21	77.8	14	77.8
	140	100.0	27	100.0	18	100.0
No Response	3	2.1	0	.0	0	.0
79. Lorge-Thorndike Intelligence Tests						
I have never heard of the test	20	14.3	7	28.0	5	27.8
I recognize the name but have no other knowledge about the test	31	22.1	7	28.0	4	22.2
I know what the test measures only in a general way	37	26.4	7	28.0	3	16.7
I have examined (or studied about) the test and am familiar with it	52	37.1	4	16.0	6	33.3
	140	99.9	25	100.0	18	100.0
No Response	3	2.1	2	7.4	0	.0
80. Iowa Test of Educational Development						
I have never heard of the test	6	4.3	6	24.0	0	.0
I recognize the name but have no other knowledge about the test	9	6.4	6	24.0	3	16.7
I know what the test measures only in a general way	18	12.8	7	28.0	7	38.9
I have examined (or studied about) the test and am familiar with it	108	76.6	6	24.0	8	44.4
	141	100.1	25	100.0	18	100.0
No Response	2	1.4	2	7.4	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
81. School and College Ability Test (SCAT)						
I have never heard of the test	7	5.0	3	11.1	1	5.6
I recognize the name but have no other knowledge about the test	18	12.9	5	18.5	2	11.1
I know what the test measures only in a general way	38	27.1	8	29.6	2	11.1
I have examined (or studied about) the test and am familiar with it	77	55.0	11	40.7	13	72.2
	140	100.0	27	99.9	18	100.0
No Response	3	2.1	0	.0	0	.0
82. Sequential Tests of Educational Progress (STEP)						
I have never heard of the test	29	20.7	8	30.8	4	23.5
I recognize the name but have no other knowledge about the test	25	17.9	6	23.1	3	17.6
I know what the test measures only in a general way	37	26.4	5	19.2	4	23.5
I have examined (or studied about) the test and am familiar with it	49	35.0	7	26.9	6	35.3
	140	100.0	26	100.0	17	99.9
No Response	3	2.1	1	3.7	1	5.6
83. College Board Scholastic Aptitude Test (SAT)						
I have never heard of the test	1	.7	0	.0	0	.0
I recognize the name but have no other knowledge about the test	12	8.5	0	.0	1	5.6
I know what the test measures only in a general way	31	22.0	4	14.8	0	.0
I have examined (or studied about) the test and am familiar with it	97	68.8	23	85.2	17	94.4
	141	100.0	27	100.0	18	100.0
No Response	2	1.4	0	.0	0	.0

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
84. Preliminary Scholastic Aptitude Test (PSAT)						
I have never heard of the test	7	5.0	1	3.7	0	.0
I recognize the name but have no other knowledge about the test	10	7.1	0	.0	1	5.6
I know what the test measures only in a general way	19	13.5	3	11.1	1	5.6
I have examined (or studied about) the test and am familiar with it	105	74.5	23	85.2	16	88.9
	141	100.1	27	99.9	18	100.1
No Response	2	1.4	0	.0	0	.0
85. Have you ever seen a copy of the booklet, A Description of the College Board Scholastic Aptitude Test (published by Educational Testing Service)?						
Yes, a copy of each year's edition is distributed to teachers in our school	29	20.3	15	55.6	4	23.5
Yes	95	66.4	11	40.7	11	64.7
No, but I have often wondered how I might get a copy	3	2.1	0	.0	1	5.9
No, this is the first time I have seen a reference to the booklet	9	6.3	1	3.7	1	5.9
No	7	4.9	0	.0	0	.0
	143	100.0	27	100.0	17	100.0
No Response	0	.0	0	.0	1	5.6
86. Have you ever taken the SAT?						
Yes, more than once	1	.7	3	11.1	0	.0
Yes, once	14	9.9	7	25.9	4	22.2
I don't think so	17	12.1	1	3.7	2	11.1
No	106	75.2	16	59.3	12	66.7
I don't know	3	2.1	0	.0	0	.0
	141	100.0	27	100.0	18	100.0
No Response	2	1.4	0	.0	0	.0
87. Have you ever examined a complete copy (not just sample questions) of the College Board Scholastic Aptitude Test (SAT)? Do not count your own pre-college experience in taking the SAT.						
Yes, within the past two years	27	18.9	5	18.5	2	11.1
Yes, prior to two years ago	10	7.0	2	7.4	2	11.1
Yes, both within the past two years and prior to that	3	2.1	2	7.4	0	.0
I don't think so	13	9.1	4	14.8	2	11.1
No	89	62.2	14	51.9	12	66.7
I don't know	1	.7	0	.0	0	.0
	143	100.0	27	100.0	18	100.0
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
88. Have you ever examined a complete copy of the Preliminary Scholastic Aptitude Test (PSAT), which is administered in many schools in October of each school year?						
Yes, within the past two years	59	41.3	4	14.8	6	33.3
Yes, prior to two years ago	12	8.4	6	22.2	0	.0
Yes, both within the past two years and prior to that	23	16.1	2	7.4	2	11.1
I don't think so	7	4.9	4	14.8	1	5.6
No	41	28.7	11	40.7	9	50.0
I don't know	1	.7	0	.0	0	.0
	143	100.1	27	99.9	18	100.0
No Response	0	.0	0	.0	0	.0
89. Have you ever examined a complete copy of the National Merit Scholarship Qualifying Test?						
Yes, within the past two years	42	29.4	2	7.4	2	11.1
Yes, prior to two years ago	12	8.4	5	18.5	1	5.6
Yes, both within the past two years and prior to that	24	16.8	1	3.7	1	5.6
I don't think so	9	6.3	0	.0	2	11.1
No	56	39.2	19	70.4	12	66.7
I don't know	0	.0	0	.0	0	.0
	143	100.1	27	100.0	18	100.1
No Response	0	.0	0	.0	0	.0
90. Have you ever examined a complete copy of any of the tests in the American College Testing program?						
Yes, within the past two years	19	13.3	0	.0	3	16.7
Yes, prior to two years ago	3	2.1	3	11.1	1	5.6
Yes, both within the past two years and prior to that	5	3.5	0	.0	0	.0
I don't think so	9	6.3	1	3.7	2	11.1
No	104	72.7	23	85.2	12	66.7
I don't know	3	2.1	0	.0	0	.0
	143	100.0	27	100.0	18	100.1
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%

91. Have you ever examined a complete copy of any of the College Board achievement tests?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Yes, within the past two years	22	15.4	1	3.7	4	22.2
Yes, prior to two years ago	4	2.8	8	29.6	1	5.6
Yes, both within the past two years and prior to that	4	2.8	3	11.1	0	.0
I don't think so	10	7.0	0	.0	2	11.1
No	103	72.0	15	55.6	11	61.1
I don't know	0	.0	0	.0	0	.0
	143	100.0	27	100.0	18	100.0
No Response	0	.0	0	.0	0	.0

92. Have you ever seen a complete copy of any other standardized achievement tests (for example, the Iowa Tests of Educational Development)?

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Yes, with the past two years	76	53.5	3	11.1	9	50.0
Yes, prior to two years ago	18	12.7	8	29.6	2	11.1
Yes, both within the past two years and prior to that	33	23.2	4	14.8	4	22.2
I don't think so	2	1.4	0	.0	1	5.6
No	11	7.7	12	44.4	2	11.1
I don't know	2	1.4	0	.0	0	.0
	142	99.9	27	99.9	18	100.0
No Response	1	.7	0	.0	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
Which of the following kinds of tests have you personally administered at least once since you began counseling?						
93. Group intelligence test (e.g., Otis or Lorge-Thorndike)						
Yes	110	79.1	15	55.6	15	83.3
No	29	20.9	12	44.4	3	16.7
	139	100.0	27	100.0	18	100.0
No Response	4	2.8	0	.0	0	.0
94. Standardized achievement test (e.g., Iowa Test of Educational Development)						
Yes	126	90.0	12	44.4	13	76.5
No	14	10.0	15	55.6	4	23.5
	140	100.0	27	100.0	17	100.0
No Response	3	2.1	0	.0	1	5.6
95. Individual intelligence test (e.g., Stanford-Binet or Wechsler)						
Yes	44	32.6	9	34.6	13	72.2
No	91	67.4	17	65.4	5	27.8
	135	100.0	26	100.0	18	100.0
No Response	8	5.6	1	3.7	0	.0
96. Vocational-interest inventory (e.g., Kuder)						
Yes	120	85.7	9	33.3	15	83.3
No	20	14.3	18	66.7	3	16.7
	140	100.0	27	100.0	18	100.0
No Response	3	2.1	0	.0	0	.0
97. Personality or adjustment inventory						
Yes	80	58.4	4	15.4	9	50.0
No	57	41.6	22	84.6	9	50.0
	137	100.0	26	100.0	18	100.0
No Response	6	4.2	1	3.7	0	.0
98. Standardized aptitude test (e.g., DAT)						
Yes	100	72.5	9	34.6	11	61.1
No	38	27.5	17	65.4	7	38.9
	138	100.0	26	100.0	18	100.0
No Response	5	3.5	1	3.7	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Which of the following kinds of tests are you routinely responsible for administering every year (or every other year)?						
99. Group intelligence test						
Yes	94	69.1	9	37.5	8	44.4
No	42	30.9	15	62.5	10	55.6
	136	100.0	24	100.0	18	100.0
No Response	7	4.9	3	11.1	0	.0
100. Standardized achievement test						
Yes	108	78.3	12	48.0	12	66.7
No	30	21.7	13	52.0	6	33.3
	138	100.0	25	100.0	18	100.0
No Response	5	3.5	2	7.4	0	.0
101. Individual intelligence test						
Yes	31	24.0	5	20.8	4	23.5
No	98	76.0	19	79.2	13	76.5
	129	100.0	24	100.0	17	100.0
No Response	14	9.8	3	11.1	1	5.6
102. Vocational-interest inventory						
Yes	77	55.8	1	4.2	7	38.9
No	61	44.2	23	95.8	11	61.1
	138	100.0	24	100.0	18	100.0
No Response	5	3.5	3	11.1	0	.0
103. Personality or adjustment inventory						
Yes	28	21.2	0	.0	0	.0
No	104	78.8	24	100.0	17	100.0
	132	100.0	24	100.0	17	100.0
No Response	11	7.7	3	11.1	1	5.6
104. Standardized aptitude test						
Yes	95	68.3	8	32.0	8	44.4
No	44	31.7	17	68.0	10	55.6
	139	100.0	25	100.0	18	100.0
No Response	4	2.8	2	7.4	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Which of the following kinds of tests have you been responsible for scoring at least once since you began counseling?						
105. Group intelligence test						
Yes	101	72.1	7	26.9	9	50.0
No	39	27.9	19	73.1	9	50.0
	140	100.0	26	100.0	18	100.0
No Response	3	2.1	1	3.7	0	.0
106. Standardized achievement test						
Yes	92	66.7	8	30.8	10	55.6
No	46	33.3	18	69.2	8	44.4
	138	100.0	26	100.0	18	100.0
No Response	5	3.5	1	3.7	0	.0
107. Individual intelligence test						
Yes	49	36.6	10	38.5	8	44.4
No	85	63.4	16	61.5	10	55.6
	134	100.0	26	100.0	18	100.0
No Response	9	6.3	1	3.7	0	.0
108. Vocational-interest inventory						
Yes	105	73.9	7	26.9	9	50.0
No	37	26.1	19	73.1	9	50.0
	142	100.0	26	100.0	18	100.0
No Response	1	.7	1	3.7	0	.0
109. Personality or adjustment inventory						
Yes	66	47.8	3	12.0	7	38.9
No	72	52.2	22	88.0	11	61.1
	138	100.0	25	100.0	18	100.0
No Response	5	3.5	2	7.4	0	.0
110. Standardized aptitude test						
Yes	83	59.3	7	26.9	6	33.3
No	57	40.7	19	73.1	12	66.7
	140	100.0	26	100.0	18	100.0
No Response	3	2.1	1	3.7	0	.0

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
Which of the following kinds of tests have you been routinely responsible for scoring?						
111. Group intelligence test						
Yes	70	50.0	1	4.0	5	27.8
No	70	50.0	24	96.0	13	72.2
	140	100.0	25	100.0	18	100.0
No Response	3	2.1	2	7.4	0	.0
112. Standardized achievement test						
Yes	61	43.9	1	4.0	5	27.8
No	78	56.1	24	96.0	13	72.2
	139	100.0	25	100.0	18	100.0
No Response	4	2.8	2	7.4	0	.0
113. Individual intelligence test						
Yes	34	24.5	2	7.7	6	33.3
No	105	75.5	24	92.3	12	66.7
	139	100.0	26	100.0	18	100.0
No Response	4	2.8	1	3.7	0	.0
114. Vocational-interest inventory						
Yes	72	51.4	1	4.0	7	38.9
No	68	48.6	24	96.0	11	61.1
	140	100.0	25	100.0	18	100.0
No Response	3	2.1	2	7.4	0	.0
115. Personality or adjustment inventory						
Yes	34	25.0	0	.0	5	27.8
No	102	75.0	25	100.0	13	72.2
	136	100.0	25	100.0	18	100.0
No Response	7	4.9	2	7.4	0	.0
116. Standardized aptitude test						
Yes	55	39.3	2	8.0	1	5.6
No	85	60.7	23	92.0	17	94.4
	140	100.0	25	100.0	18	100.0
No Response	3	2.1	2	7.4	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
ACCESS TO STANDARDIZED TEST SCORES.						
117. How do you feel about providing the parents of high-school pupils with specific information (e.g., IQ's or percentile ranks) about their children's performance on intelligence tests?						
Parents should routinely be given this information	15	10.7	4	14.8	2	11.1
Parents should be given this information only if they request it	33	23.6	2	7.4	6	33.3
Parents should be given this information only in special cases	67	47.9	18	66.7	9	50.0
Parents should never be given this information	25	17.9	3	11.1	1	5.6
I have no opinion about this	0	.0	0	.0	0	.0
	140	100.1	27	100.0	18	100.0
No Response	3	2.1	0	.0	0	.0
118. How do you feel about providing the parents of high-school pupils with general information (but not IQ's or percentile ranks) about their children's performance on intelligence tests?						
Parents should routinely be given this information	67	48.2	10	37.0	10	55.6
Parents should be given this information only they request it	63	45.3	11	40.7	6	33.3
Parents should be given this information only in special cases	9	6.5	5	18.5	2	11.1
Parents should never be given this information	0	.0	0	.0	0	.0
I have no opinion about this	0	.0	1	3.7	0	.0
	139	100.0	27	99.9	18	100.0
No Response	4	2.8	0	.0	0	.0
119. How do you feel about providing the parents of high-school pupils with specific information (e.g., scores or percentile ranks) about their children's performances on standardized achievement or aptitude tests?						
Parents should routinely be given this information	61	43.9	15	55.6	9	50.0
Parents should be given this information only if they request it	48	34.5	5	18.5	4	22.2
Parents should be given this information only in special cases	26	18.7	6	22.2	5	27.8
Parents should never be given this information	4	2.9	1	3.7	0	.0
I have no opinion about this	0	.0	0	.0	0	.0
	139	100.0	27	100.0	18	100.0
No Response	4	2.8	0	.0	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
120. How do you feel about providing the parents of high-school pupils with general information (but not scores or percentile ranks) about their children's performances on standardized achievement or aptitude tests?						
Parents should routinely be given this information	92	66.2	17	63.0	15	83.3
Parents should be given this information only if they request it	36	25.9	6	22.2	1	5.6
Parents should be given this information only in special cases	4	2.9	2	7.4	2	11.1
Parents should never be given this information	2	1.4	0	.0	0	.0
I have no opinion about this	5	3.6	2	7.4	0	.0
	139	100.0	27	100.0	18	100.0
No Response	4	2.8	0	.0	0	.0
121. How do you feel about providing high-school pupils with specific information (e.g., IQ's or percentile ranks) about their intelligence?						
Pupils should routinely be given this information	17	12.1	1	3.7	5	27.8
Pupils should be given this information only if they request it	13	9.3	1	3.7	0	.0
Pupils should be given this information only in special cases	50	35.7	8	29.6	7	38.9
Pupils should never be given this information	59	42.1	17	63.0	6	33.3
I have no opinion about this	1	.7	0	.0	0	.0
	140	99.9	27	100.0	18	100.0
No Response	3	2.1	0	.0	0	.0
122. How do you feel about providing high-school pupils with general information (but not IQ's or percentile ranks) about their intelligence?						
Pupils should routinely be given this information	70	50.0	10	37.0	13	72.2
Pupils should be given this information only if they request it	43	30.7	4	14.8	3	16.7
Pupils should be given this information only in special cases	24	17.1	11	40.7	2	11.1
Pupils should never be given this information	3	2.1	2	7.4	0	.0
I have no opinion about this	0	.0	0	.0	0	.0
	140	99.9	27	99.9	18	100.0
No Response	3	2.1	0	.0	0	.0

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
123. How do you feel about providing high-school pupils with specific information (e.g., scores or percentile ranks) about their performance on standardized achievement or aptitude tests?						
Pupils should routinely be given this information	81	57.9	16	59.3	13	72.2
Pupils should be given this information only if they request it	29	20.7	2	7.4	3	16.7
Pupils should be given this information only in special cases	23	16.4	5	18.5	2	11.1
Pupils should never be given this information	7	5.0	4	14.8	0	.0
I have no opinion about this	0	.0	0	.0	0	.0
	140	100.0	27	100.0	18	100.0
No Response	3	2.1	0	.0	0	.0
124. How do you feel about providing high-school pupils with general information (but not scores or percentile ranks) about their performance on standardized achievement or aptitude tests?						
Pupils should routinely be given this information	111	79.9	16	59.3	17	94.4
Pupils should be given this information only if they request it	18	12.9	5	18.5	1	5.6
Pupils should be given this information only in special cases	5	3.6	4	14.8	0	.0
Pupils should never be given this information	2	1.4	0	.0	0	.0
I have no opinion about this	3	2.2	2	7.4	0	.0
	139	100.0	27	100.0	18	100.0
No Response	4	2.8	0	.0	0	.0
125. In talking with parents about their children, how often do you discuss the results of standardized tests?						
Almost always	30	21.4	10	37.0	5	27.8
Frequently	65	46.4	6	22.2	4	22.2
Sometimes	42	30.0	11	40.7	8	44.4
Never	3	2.1	0	.0	1	5.6
	140	99.9	27	99.9	18	100.0
No Response	3	2.1	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
126. In talking with students about their plans and problems, how often do you discuss the results of standardized tests?						
Almost always	39	27.9	6	23.1	6	33.3
Frequently	63	45.0	11	42.3	5	27.8
Sometimes	37	26.4	9	34.6	6	33.3
Never	1	.7	0	.0	1	5.6
	140	100.0	26	100.0	18	100.0
No Response	3	2.1	1	3.7	0	.0
127. In talking with other teachers about students, how often do you discuss the results of standardized tests?						
Almost always	32	22.9	5	18.5	3	16.7
Frequently	79	56.4	15	55.6	8	44.4
Sometimes	29	20.7	7	25.9	6	33.3
Never	0	.0	0	.0	1	5.6
	140	100.0	27	100.0	18	100.0
No Response	3	2.1	0	.0	0	.0

Questions 128 - 131 - What is the most common practice in your school about making available to teachers the results of the following tests:

128. intelligence and scholastic-aptitude tests?

Copies of actual scores are given to the teacher to keep.	16	11.8	4	15.4	1	5.6
Copies of test results in descriptive form (not actual scores) are given to the teacher to keep.	3	2.2	0	.0	0	.0
Reports of results in some form are given to the teacher to give to students, and the teacher can look them over before handing them out.	2	1.5	0	.0	2	11.1
Scores are kept in an administrative office and any teacher who wishes may look them up.	87	64.0	18	69.2	12	66.7
Scores are kept in a particular office and an appointed person will discuss the results with any teacher who requests this.	22	16.2	3	11.5	2	11.1
Scores are discussed with teachers only in special conferences or group meetings.	1	.7	1	3.8	0	.0
Scores are not made available to teachers except in special cases.	3	2.2	0	.0	1	5.6
Tests are not given in this school.	2	1.5	0	.0	0	.0
	136	100.1	26	99.9	18	100.1
No Response	7	4.9	1	3.7	0	.0

129. standardized achievement tests?

Copies of actual scores are given to the teacher to keep.	23	16.8	6	23.1	0	.0
Copies of test results in descriptive form (not actual scores) are given to the teacher to keep.	4	2.9	0	.0	0	.0
Reports of results in some form are given to the teacher to give to the students, and the teacher can look them over before handing them out.	11	8.0	0	.0	4	22.2
Scores are kept in an administrative office and any teacher who wishes may look them up.	80	58.4	15	57.7	12	66.7
Scores are kept in a particular office and an appointed person will discuss the results with any teacher who requests this.	17	12.4	3	11.5	1	5.6
Scores are discussed with teachers only in special conferences or group meetings.	0	.0	1	3.8	1	5.6
Scores are not made available to teachers except in special cases.	0	.0	0	.0	0	.0
Tests are not given in this school.	2	1.5	1	3.8	0	.0
	137	100.0	26	99.9	18	100.1
No Response	6	4.2	1	3.7	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
130. personality tests?						
Copies of actual scores are given to the teacher to keep.	3	2.2	0	.0	0	.0
Copies of test results in descriptive form (not actual scores) are given to the teacher to keep.	0	.0	0	.0	0	.0
Reports of results in some form are given to the teacher to give to students, and the teacher can look them over before handing them out.	2	1.5	0	.0	0	.0
Scores are kept in an administrative office and any teacher who wishes may look them up.	43	31.4	5	21.7	11	61.1
Scores are kept in a particular office and an appointed person will discuss the results with any teacher who requests this.	19	13.9	0	.0	2	11.1
Scores are discussed with teachers only in special conferences or group meetings.	2	1.5	0	.0	0	.0
Scores are not made available to teachers except in special cases.	5	3.6	0	.0	0	.0
Tests are not given in this school.	63	46.0	18	78.3	5	27.8
	137	100.1	23	100.0	18	100.0
No Response	6	4.2	4	14.8	0	.0
131. vocational-interest inventories?						
Copies of actual scores are given to the teacher to keep.	3	2.2	0	.0	0	.0
Copies of test results in descriptive form (not actual scores) are given to the teacher to keep.	1	.7	0	.0	0	.0
Reports of results in some form are given to the teacher to give to students, and the teacher can look them over before handing them out.	6	4.3	0	.0	2	11.1
Scores are kept in an administrative office and any teacher who wishes may look them up.	70	50.7	5	20.8	12	66.7
Scores are kept in a particular office and an appointed person will discuss the results with any teacher who requests this.	34	24.6	0	.0	1	5.6
Scores are discussed with teachers only in special conferences or group meetings.	2	1.4	0	.0	0	.0
Scores are not made available to teachers except in special cases.	5	3.6	0	.0	0	.0
Tests are not given in this school.	17	12.3	19	79.2	3	16.7
	138	99.8	24	100.0	18	100.1
No Response	5	3.5	3	11.1	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Questions 132-135 - What is the most common practice in your school about making available to pupils specific test results (e.g., scores or percentile ranks) on the following tests:						
132. standardized intelligence and scholastic-aptitude tests?						
Specific test results (either scores or percentile ranks) are given to pupils by teachers, counselors, or psychologists.	23	17.0	5	20.0	5	27.8
Specific test results (either scores or percentile ranks) are given to pupils only by counselors or psychologists.	62	45.9	15	60.0	8	44.4
Specific test results (either scores or percentile ranks) are given to pupils only by psychologists.	0	.0	0	.0	0	.0
Specific test results (either scores or percentile ranks) are never given to pupils by anyone.	48	35.6	5	20.0	5	27.8
Tests are not given in this school.	2	1.5	0	.0	0	.0
	135	100.0	25	100.0	18	100.0
No Response	8	5.6	2	7.4	0	.0
133. standardized achievement tests?						
Specific test results (either scores or percentile ranks) are given to pupils by teachers, counselors, or psychologists.	64	47.4	7	26.9	8	44.4
Specific test results (either scores or percentile ranks) are given to pupils only by counselors or psychologists.	62	45.9	15	57.7	9	50.0
Specific test results (either scores or percentile ranks) are given to pupils only by psychologists.	0	.0	0	.0	0	.0
Specific test results (either scores or percentile ranks) are never given to pupils by anyone.	9	6.7	3	11.5	1	5.6
Tests are not given in this school.	0	.0	1	3.8	0	.0
	135	100.0	26	99.9	18	100.0
No Response	8	5.6	1	3.7	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
134. personality tests?						
Specific test results (either scores or percentile ranks) are given to pupils by teachers, counselors, or psychologists.	20	15.2	0	.0	4	22.2
Specific test results (either scores or percentile ranks) are given to pupils only by counselors or psychologists.	40	30.3	3	13.6	9	50.0
Specific test results (either scores or percentile ranks) are given to pupils only by psychologists.	0	.0	0	.0	0	.0
Specific test results (either scores or percentile ranks) are never given to pupils by anyone.	10	7.6	1	4.5	0	.0
Tests are not given in this school.	62	47.0	18	81.8	5	27.8
	132	100.1	22	99.9	18	100.0
No Response	11	7.7	5	18.5	0	.0
135. vocational-interest inventories?						
Specific test results (either scores or percentile ranks) are given to pupils by teachers, counselors, or psychologists.	55	40.4	0	.0	6	33.3
Specific test results (either scores or percentile ranks) are given to pupils only by counselors or psychologists.	59	43.4	4	18.2	8	44.4
Specific test results (either scores or percentile ranks) are given to pupils only by psychologists.	0	.0	0	.0	0	.0
Specific test results (either scores or percentile ranks) are never given to pupils by anyone.	5	3.7	1	4.5	1	5.6
Tests are not given in this school.	17	12.5	17	77.3	3	16.7
	136	100.0	22	100.0	18	100.0
No Response	7	4.9	5	18.5	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Questions 136-139 - What is the most common practice in your school about making available to parents the results of the following tests:						
136. intelligence and scholastic-aptitude tests?						
Scores are routinely sent to parents in written form.	5	3.7	4	15.4	2	11.1
Scores are routinely given to parents in personal conferences.	10	7.4	2	7.7	1	5.6
Parents may receive scores routinely at their request.	17	12.5	6	23.1	7	38.9
Parents may receive scores only in special cases.	20	14.7	3	11.5	1	5.6
Parents may not receive scores, but can get interpretation of the results routinely.	51	37.5	7	26.9	4	22.2
Parents may not receive scores, and can get interpretation of the results only in special cases.	21	15.4	2	7.7	2	11.1
Test results are not given to parents in any form.	10	7.4	2	7.7	1	5.6
Tests are not given in this school.	2	1.5	0	.0	0	.0
	136	100.1	26	100.0	18	100.1
No Response	7	4.9	1	3.7	0	.0
137. standardized achievement tests?						
Scores are routinely sent to parents in written form.	33	24.3	6	23.1	3	16.7
Scores are routinely given to parents in personal conferences.	21	15.4	4	15.4	5	27.8
Parents may receive scores routinely at their request.	32	23.5	7	26.9	4	22.2
Parents may receive scores only in special cases.	6	4.4	2	7.7	0	.0
Parents may not receive scores, but can get interpretation of the results routinely.	31	22.8	3	11.5	5	27.8
Parents may not receive scores, and can get interpretation of the results only in special cases.	9	6.6	1	3.8	1	5.6
Test results are not given to parents in any form.	4	2.9	2	7.7	0	.0
Tests are not given in this school.	0	.0	1	3.8	0	.0
	136	99.9	26	99.9	18	100.1
No Response	7	4.9	1	3.7	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
138. personality tests?						
Scores are routinely sent to parents in written form.	1	.7	0	.0	1	5.6
Scores are routinely given to parents in personal conferences.	13	9.6	0	.0	3	16.7
Parents may receive scores routinely at their request.	16	11.9	2	9.1	3	16.7
Parents may receive scores only in special cases.	7	5.2	0	.0	1	5.6
Parents may not receive scores, but can get interpretation of the results routinely.	12	8.9	2	9.1	4	22.2
Parents may not receive scores, and can get interpretation of the results only in special cases.	9	6.7	0	.0	1	5.6
Test results are not given to parents in any form.	10	7.4	0	.0	2	11.1
Tests are not given in this school.	67	49.6	18	81.8	3	16.7
	135	100.0	22	100.0	18	100.2
No Response	8	5.6	5	18.5	0	.0
139. vocational-interest inventories?						
Scores are routinely sent to parents in written form.	14	10.4	0	.0	1	5.6
Scores are routinely given to parents in personal conferences.	23	17.0	0	.0	3	16.7
Parents may receive scores routinely at their request.	40	29.6	3	13.6	6	33.3
Parents may receive scores only in special cases.	5	3.7	0	.0	1	5.6
Parents may not receive scores, but can get interpretation of the results routinely.	25	18.5	2	9.1	3	16.7
Parents may not receive scores, and can get interpretation of the results only in special cases.	7	5.2	0	.0	1	5.6
Test results are not given to parents in any form.	4	3.0	0	.0	0	.0
Tests are not given in this school.	17	12.6	17	77.3	3	16.7
	135	100.0	22	100.0	18	100.2
No Response	8	5.6	5	18.5	0	.0

Questionnaire Items	Schools Public f	%	Private f	%	Parochial f	%
PREPARATION FOR TESTS						
140. Do the teachers in your school prepare pupils for standardized tests by teaching them shortly before the test administrations specific information that they know is included in the tests?						
Yes	2	1.4	0	.0	0	.0
No	139	98.6	25	100.0	18	100.0
	141	100.0	25	100.0	18	100.0
No Response	2	1.4	2	7.4	0	.0
141. Do the teachers in your school prepare pupils for standardized tests by teaching them shortly before the test administrations how to take such tests (how to distribute their time wisely, whether to mark answers to all questions, etc.)?						
Yes	39	27.7	7	29.2	11	61.1
No	102	72.3	17	70.8	7	38.9
	141	100.0	24	100.0	18	100.0
No Response	2	1.4	3	11.1	0	.0
142. Do the teachers in your school prepare pupils for standardized tests by emphasizing over a considerable period of time the kind of subject matter covered by the tests (without any knowledge of specific test items)?						
Yes	26	18.4	4	17.4	5	27.8
No	115	81.6	19	82.6	13	72.2
	141	100.0	23	100.0	18	100.0
No Response	2	1.4	4	14.8	0	.0

In answering questions 143-156, consider the phrase "preparing students specifically for taking standardized tests" to mean that a conscious effort is made to improve the students' performance on a standardized test, either by emphasizing subject matter that might be covered by the test, or by giving instruction in how to take tests or to answer various types of questions.

Questionnaire Items	Public f	%	Private f	%	Parochial f	%
143. Does your school offer any courses during regular school hours that are designed primarily to prepare students for standardized achievement or aptitude tests (for example, college admissions tests)?						
Yes, several	0	.0	0	.0	0	.0
Yes, one or two	1	.7	4	16.0	2	11.1
No	138	99.3	21	84.0	16	88.9
	139	100.0	25	100.0	18	100.0
No Response	4	2.8	2	7.4	0	.0
144. Does your school offer any courses outside of regular school hours that are designed primarily to prepare students for standardized tests?						
Yes, several	0	.0	0	.0	0	.0
Yes, one or two	1	.7	2	8.0	0	.0
No	138	99.3	23	92.0	18	100.0
	139	100.0	25	100.0	18	100.0
No Response	4	2.8	2	7.4	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
145. What proportion of those students who intend to go to college would you estimate will have attended at least one such course (either during or outside of regular school hours) before the end of the 12th grade?						
All or nearly all	0	.0	1	4.0	0	.0
More than half	0	.0	0	.0	1	5.6
About half	0	.0	2	8.0	1	5.6
Less than half	1	.7	1	4.0	0	.0
Only a small number	1	.7	1	4.0	2	11.1
We have no such courses	135	98.5	20	80.0	14	77.8
	137	99.9	25	100.0	18	100.1
No Response	6	4.2	2	7.4	0	.0
146. Do you know of any teachers in your school who spend a significant part of their class time (more than 10 per cent) preparing students specifically for standardized achievement or aptitude tests?						
Yes, most teachers who teach college preparatory subjects	0	.0	0	.0	0	.0
Yes, some teachers who teach college preparatory subjects	2	1.4	0	.0	0	.0
Yes, a few teachers	4	2.9	0	.0	0	.0
Yes, one or two teachers	4	2.9	3	12.5	2	11.1
No	129	92.8	21	87.5	16	88.9
	139	100.0	24	100.0	18	100.0
No Response	4	2.8	3	11.1	0	.0
147. Have any of the teachers in your school ever asked you for information about the content of standardized intelligence or scholastic-aptitude tests which their students might take?						
Yes, frequently	6	4.4	2	7.7	0	.0
Yes, occasionally	24	17.8	4	15.4	3	16.7
Yes, once or twice	30	22.2	2	7.7	1	5.6
No, never	75	55.6	18	69.2	14	77.8
	135	100.0	26	100.0	18	100.1
No Response	8	5.6	1	3.7	0	.0
148. Have any of the teachers in your school ever asked you for information about the content of standardized achievement tests that their students might take?						
Yes, frequently	5	3.8	4	15.4	0	.0
Yes, occasionally	26	19.5	4	15.4	2	11.1
Yes, once or twice	37	27.8	4	15.4	3	16.7
No, never	65	48.9	14	53.8	13	72.2
	133	100.0	26	100.0	18	100.0
No Response	10	7.0	1	3.7	0	.0

Questionnaire Items	Schools: Public f	Public %	Private f	Private %	Parochial f	Parochial %
149. Have you ever asked a teacher to alter the content of a course or refrain from changing the content of a course she was teaching so that her students would be better prepared for standardized tests?						
Yes, frequently	0	.0	0	.0	0	.0
Yes, occasionally	1	.8	0	.0	0	.0
Yes, once or twice	1	.8	1	3.8	0	.0
No, never	131	98.5	25	96.2	18	100.0
	133	100.1	26	100.0	18	100.0
No Response	10	7.0	1	3.7	0	.0
150. Have you ever asked a teacher to change (or refrain from changing) her teaching methods or the order in which she presents material (but not the content of her course) so that her students would be better prepared for standardized tests?						
Yes, frequently	0	.0	0	.0	0	.0
Yes, occasionally	1	.8	0	.0	1	5.6
Yes, once or twice	4	3.0	2	7.7	0	.0
No, never	128	96.2	24	92.3	17	94.4
	133	100.0	26	100.0	18	100.0
No Response	10	7.0	1	3.7	0	.0
151. In administrative or faculty discussions about the curriculum of your school (courses to be offered, content of courses, when to be offered, etc.), have you ever made recommendations that were designed primarily to improve the performance of students on standardized tests?						
Yes, frequently	4	3.0	0	.0	0	.0
Yes, occasionally	6	4.5	0	.0	0	.0
Yes, once or twice	19	14.4	3	11.5	5	27.8
No, never	103	78.0	23	88.5	13	72.2
	132	99.9	26	100.0	18	100.0
No Response	11	7.7	1	3.7	0	.0
152. Have you ever been asked by the parents of a student in your school to try to improve the preparation of students for standardized tests by altering course content, curriculum offerings, or teaching methods?						
Yes, frequently	0	.0	0	.0	0	.0
Yes, occasionally	6	4.5	1	3.8	0	.0
Yes, once or twice	18	13.4	4	15.4	2	11.1
No, never	110	82.1	21	80.8	16	88.9
	134	100.0	26	100.0	18	100.0
No Response	9	6.3	1	3.7	0	.0

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
153. Do you make available to teachers copies of standardized scholastic-aptitude or intelligence tests that you or your school receive?						
Yes, I circulate copies routinely to all or most teachers	3	2.2	0	.0	1	5.6
Yes, I circulate copies routinely to some teachers, and they are available to all teachers	1	.7	0	.0	0	.0
They are available to all teachers	28	20.6	8	34.8	5	27.8
Yes, under special circumstances	14	10.3	3	13.0	2	11.1
No, although I have copies of standardized aptitude and intelligence tests	90	66.2	12	52.2	10	55.6
	136	100.0	23	100.0	18	100.1
No Response	7	4.9	4	14.8	0	.0
154. Do you make available to teachers copies of standardized achievement tests which you or your school receive?						
Yes, I circulate copies routinely to all or most teachers	1	.7	0	.0	1	5.6
Yes, I circulate copies routinely to some teachers, and they are available to all teachers	3	2.2	1	3.8	0	.0
They are available to all teachers	31	22.5	8	30.8	6	33.3
Yes, under special circumstances	17	12.3	3	11.5	1	5.6
No, although I have copies of standardized achievement tests	52	37.7	3	11.5	6	33.3
No, I do not have any such tests	34	24.6	11	42.3	4	22.2
	138	100.0	26	99.9	18	100.0
No Response	5	3.5	1	3.7	0	.0
155. Do you feel that teachers have a responsibility to try to prepare their students specifically for standardized achievement tests (e.g., the Iowa Tests of Educational Development or College Board Achievement Tests)?						
Yes, this is a major responsibility of a teacher	4	2.8	0	.0	0	.0
Yes, this is a minor responsibility of a teacher	13	9.2	8	30.8	1	5.6
Only in some cases	5	3.5	0	.0	2	11.1
No	115	81.0	18	69.2	13	72.2
I have no opinion	5	3.5	0	.0	2	11.1
	142	100.0	26	100.0	18	100.0
No Response	1	.7	1	3.7	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
156. Do you feel that teachers have a responsibility to try to prepare their students specifically for standardized aptitude or intelligence tests (e.g., the College Board Scholastic Aptitude Tests)?						
Yes, this is a major responsibility of a teacher	4	2.8	0	.0	0	.0
Yes, this is a minor responsibility of a teacher	13	9.2	7	26.9	2	11.1
Only in some cases	9	6.4	1	3.8	1	5.6
No	111	78.7	18	69.2	13	72.2
I have no opinion	4	2.8	0	.0	2	11.1
	141	99.9	26	99.9	18	100.0
No Response	2	1.4	1	3.7	0	.0
157. How frequently do you use objective (that is, multiple-choice, true-false, matching or completion) questions in tests that you prepare for your students?						
Always or nearly always	8	5.6	1	4.0	1	5.6
Most of the time	16	11.3	1	4.0	4	22.2
Frequently	35	24.6	0	.0	7	38.9
Occasionally	23	16.2	10	40.0	4	22.2
Never or almost never	4	2.8	8	32.0	0	.0
I do not teach any classes	56	39.4	5	20.0	2	11.1
	142	99.9	25	100.0	18	100.0
No Response	1	.7	2	7.4	0	.0
158. How frequently do you use essay or short essay questions in tests that you prepare for your students?						
Alway or nearly always	6	4.2	7	26.9	1	5.6
Most of the time	9	6.3	7	26.9	4	22.2
Frequently	35	24.6	2	7.7	7	38.9
Occasionally	25	17.6	1	3.8	4	22.2
Never or almost never	10	7.0	3	11.5	0	.0
I do not teach any classes	57	40.1	6	23.1	2	11.1
	142	99.8	26	99.9	18	100.0
No Response	1	.7	1	3.7	0	.0
159. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in college?						
They are completely different	1	.7	0	.0	0	.0
They are more different than alike	7	4.9	1	3.8	0	.0
They are similar, but there are many differences	54	38.0	15	57.7	10	55.6
They are basically the same, but there are a few differences	73	51.4	9	34.6	7	38.9
They are identical	7	4.9	1	3.8	1	5.6
	142	99.9	26	99.9	18	100.1
No Response	1	.7	1	3.7	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
160. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in graduate school?						
They are completely different	3	2.1	1	3.8	1	5.6
They are more different than alike	15	10.6	3	11.5	3	16.7
They are similar, but there are many differences	49	34.8	13	50.0	9	50.0
They are basically the same, but there are a few differences	67	47.5	8	30.8	3	16.7
They are identical	7	5.0	1	3.8	2	11.1
	141	100.0	26	99.9	18	100.1
No Response	2	1.4	1	3.7	0	.0
161. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in one of the professions, such as law or medicine?						
They are completely different	0	.0	0	.0	1	5.6
They are more different than alike	14	9.9	7	26.9	5	27.8
They are similar, but there are many differences	61	43.0	13	50.0	6	33.3
They are basically the same, but there are a few differences	63	44.4	6	23.1	3	16.7
They are identical	4	2.8	0	.0	3	16.7
	142	100.1	26	100.0	18	100.1
No Response	1	.7	1	3.7	0	.0
162. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in the business world?						
They are completely different	2	1.4	2	7.7	4	22.2
They are more different than alike	28	19.7	8	30.8	1	5.6
They are similar, but there are many differences	74	52.1	12	46.2	9	50.0
They are basically the same, but there are a few differences	35	24.6	4	15.4	2	11.1
They are identical	3	2.1	0	.0	2	11.1
	142	99.9	26	100.1	18	100.0
No Response	1	.7	1	3.7	0	.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
163. Do you think standardized intelligence tests measure primarily the intelligence people are born with, or what they have learned?						
IQ tests measure only inborn intelligence	1	.7	0	.0	0	.0
IQ tests measure mostly inborn intelligence but learning makes some difference	53	37.3	7	29.2	9	50.0
IQ tests measure inborn intelligence and learning about equally	28	19.7	9	37.5	2	11.1
IQ tests measure mostly learned knowledge, but inborn intelligence makes some difference	53	37.3	6	25.0	6	33.3
IQ tests measure only learned knowledge	1	.7	0	.0	0	.0
No opinion	6	4.2	2	8.3	1	5.6
	142	99.9	24	100.0	18	100.0
No Response	1	.7	3	11.1	0	.0
164. How important do you feel the kind of intelligence measured by standardized tests is for success in school or college?						
No opinion	2	1.4	0	.0	0	.0
It is not important at all	0	.0	0	.0	0	.0
It is less important than most other qualities	21	14.9	0	.0	0	.0
It is about the same in importance as most other qualities	64	45.4	14	53.8	10	55.6
It is more important than most other qualities	51	36.2	12	46.2	8	44.4
It is the most important quality for success	3	2.1	0	.0	0	.0
	141	100.0	26	100.0	18	100.0
No Response	2	1.4	1	3.7	0	.0
165. How important do you feel the kind of intelligence measured by standardized tests is for success in one of the professions, such as law or medicine?						
No opinion	3	2.1	1	3.8	0	.0
It is not important at all	0	.0	0	.0	0	.0
It is less important than most other qualities	18	12.8	6	23.1	0	.0
It is about the same in importance as most other qualities	60	42.6	11	42.3	10	55.6
It is more important than most other qualities	56	39.7	8	30.8	8	44.4
It is the most important quality for success	4	2.8	0	.0	0	.0
	141	100.0	26	100.0	18	100.0
No Response	2	1.4	1	3.7	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
166. How important do you feel the kind of intelligence measured by standardized tests is for success in the business world?						
No opinion	4	2.8	1	3.8	0	.0
It is not important at all	0	.0	0	.0	0	.0
It is less important than most other qualities	43	30.5	11	42.3	5	27.8
It is about the same in importance as most other qualities	74	52.5	10	38.5	10	55.6
It is more important than most other qualities	17	12.1	4	15.4	3	16.7
It is the most important quality for success	3	2.1	0	.0	0	.0
	141	100.0	26	100.0	18	100.1
No Response	2	1.4	1	3.7	0	.0
167. Card Sort Score (possible score range from 23 to 89)						
20 - 29	2	1.4	1	4.0	0	.0
30 - 39	10	7.1	2	8.0	2	11.1
40 - 49	18	12.7	3	12.0	4	22.3
50 - 59	45	31.8	9	36.0	3	16.7
60 - 69	44	31.2	8	32.0	5	27.9
70 - 79	18	12.7	1	4.0	4	22.3
80 - 89	4	2.8	1	4.0	0	.0
	141	99.7	25	100.0	18	100.3
No Response	2	1.4	2	7.4	0	.0
Mean		58.18		56.04		57.67

CHAPTER VI

SUMMARY OF RESPONSES TO THE TESTING PROGRAM QUESTIONNAIRE

The tables that follow present the responses to items in the Testing Program Questionnaire, which is presented in Appendix D. The tables are presented in the order of the Questions on the questionnaire, and the responses are separated according to public, private and parochial schools.

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CHAPTER VI

Responses to Testing Program Questionnaire
by 75 Public School, 9 Private School
and 10 Parochial School Administrators

(Frequencies and Percent)

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
1. Your official position:						
Director of Guidance and Counseling	15	20.3	2	22.2	1	10.0
Counselor (not director)	12	16.2	2	22.2	0	.0
Principal	42	56.8	1	11.1	7	70.0
Assistant Principal	5	6.8	0	.0	2	20.0
Other	0	.0	4	44.4	0	.0
	74	100.1	9	99.9	10	100.0
No Response	1	1.3	0	.0	0	.0
2. Which descriptive phrase below best describes your school?						
Comprehensive high school	63	85.1	0	.0	5	50.0
Academic college preparatory school	11	14.9	9	100.0	4	40.0
Technical high school	0	.0	0	.0	0	.0
Commercial high school	0	.0	0	.0	0	.0
Vocational high school	0	.0	0	.0	0	.0
Other	0	.0	0	.0	1	10.0
	74	100.0	9	100.0	10	100.0
No Response	1	1.3	0	.0	0	.0
3. How many pupils are now in grade 12 of your school?						
1- 24 pupils	18	24.0	1	11.1	0	.0
25- 49 pupils	11	14.7	2	22.2	2	20.0
50- 74 pupils	13	17.3	3	33.3	0	.0
75- 99 pupils	10	13.3	2	22.2	1	[illegible]
100-124 pupils	2	2.7	0	.0	0	.0
125-150 pupils	6	8.0	0	.0	4	40.0
150-174 pupils	2	2.7	1	11.1	0	.0
175-199 pupils	1	1.3	0	.0	0	.0
200 pupils or more	12	15.8	0	.0	3	30.0
	75	99.8	9	99.9	10	100.0
No Response	0	.0	0	.0	0	.0

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
4. How many pupils are now in grades 10, 11 and 12 of your school?						
1- 99 pupils	21	28.4	1	11.1	0	.0
100- 199 pupils	14	19.1	3	33.3	2	22.2
200- 299 pupils	10	13.6	4	44.4	0	.0
300- 399 pupils	7	9.5	0	.0	1	11.1
400- 499 pupils	8	10.9	1	11.1	3	33.3
500-1299 pupils	6	8.4	0	.0	3	33.3
1300 pupils or more	8	10.9	0	.0	0	.0
	74	99.8	9	99.9	9	99.9
No Response	1	1.3	0	.0	1	10.0
5-1 Approximate percentage of 10th, 11th and 12th grade students in the college preparatory program.						
1-24%	11	16.5	0	.0	2	20.0
25-49%	35	52.9	0	.0	1	10.0
50-74%	14	21.2	0	.0	2	20.0
75-98%	3	4.5	0	.0	1	10.0
All students	3	4.5	9	100.0	4	40.0
	66	99.6	9	100.0	10	100.0
No Response	9	12.0	0	.0	0	.0
5-2 Approximate percentage of 10th, 11th and 12th grade students in the commercial or business program.						
1- 9%	4	6.7	0	.0	2	40.0
10-19%	22	36.7	0	.0	1	20.0
20-29%	18	30.1	0	.0	1	20.0
30-39%	14	23.3	0	.0	0	.0
40% or more	2	3.4	0	.0	1	20.0
	60	100.2	0	.0	5	100.0
No Response	15	20.0	9	100.0	5	50.0
5-3 Approximate percentage of 10th, 11th and 12th grade students in a vocational, technical or agricultural program.						
1- 9%	7	15.5	0	.0	0	.0
10-19%	18	39.9	0	.0	0	.0
20-29%	15	33.3	0	.0	0	.0
30-39%	2	4.4	0	.0	0	.0
40-49%	1	2.2	0	.0	0	.0
50% or more	2	4.4	0	.0	0	.0
	45	99.7	0	.0	0	.0
No Response	30	40.0	9	100.0	10	100.0
5-4 Approximate percentage of 10th, 11th and 12th grade students in the general program.						
1-24%	23	37.0	0	.0	0	.0
25-49%	20	32.2	0	.0	4	80.0
50-74%	9	14.5	0	.0	0	.0
75-99%	10	16.1	0	.0	1	20.0
	62	99.8	0	.0	5	100.0
No Response	13	17.3	9	100.0	5	50.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
5-5 Approximate percentage of 10th, 11th and 12th grade students in some other program than those listed in Tables 5-1 - 5-4.						
1- 9%	8	57.1	0	.0	0	.0
10-19%	2	14.2	0	.0	0	.0
20-29%	1	7.1	0	.0	0	.0
30-49%	2	14.2	0	.0	0	.0
50% or more	1	7.1	0	.0	0	.0
	14	99.7	0	.0	0	.0
No Response	61	81.3	9	100.0	10	100.0
6. Grades included in your school:						
K-12 or 1-12	30	40.0	1	11.1	1	10.0
7-12	10	13.3	1	11.1	1	10.0
8-11	0	.0	0	.0	0	.0
9-12	17	22.7	7	77.8	8	80.0
10-12	13	17.3	0	.0	0	.0
11-14	0	.0	0	.0	0	.0
Other	5	6.7	0	.0	0	.0
	75	100.0	9	100.0	10	100.0
No Response	0	.0	0	.0	0	.0
7. Approximate percentage of boys who enter your grade 10 but drop out of school without graduating. (Do not include transfers to other schools.)						
1- 9%	45	64.2	0	.0	2	66.6
10-19%	15	21.4	0	.0	1	33.3
20-29%	7	10.0	0	.0	0	.0
30-40%	3	4.2	0	.0	0	.0
	70	99.8	0	.0	3	99.9
No Response	5	6.7	9	100.0	7	70.0
8. Approximate percentage of girls who enter your grade 10 but drop out of school without graduating. (Do not include transfers to other schools.)						
1- 9%	45	65.0	0	.0	3	60.0
10-19%	17	24.4	0	.0	1	20.0
20-29%	5	7.2	0	.0	1	20.0
30% or more	2	2.8	0	.0	0	.0
	69	99.4	0	.0	5	100.0
No Response	6	8.0	9	100.0	5	50.0
9-1 Approximate percentage of boys in the 1963 graduating class who have already enrolled in a four year college.						
1-24%	29	42.3	0	.0	1	16.7
25-49%	31	44.7	0	.0	2	33.4
50-74%	6	8.5	0	.0	2	33.4
75-98%	0	.0	3	60.0	0	.0
All boys	3	4.3	2	40.0	1	16.7
	69	99.8	5	100.0	6	100.2
No Response	6	8.0	4	44.4	4	40.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
9-2 Approximate percentage of boys in the 1963 graduating class who are already enrolled in a junior college.						
1- 9%	23	57.5	0	.0	2	66.6
10-19%	10	25.0	0	.0	0	.0
20-29%	4	10.0	0	.0	0	.0
30% or more	3	7.5	0	.0	1	33.3
	40	100.0	0	.0	3	99.9
No Response	35	46.7	9	100.0	7	70.0
9-3 Approximate percentage of boys in the 1963 graduating class who are already enrolled in a business school (not in a college or university).						
1- 9%	23	79.3	1	100.0	1	100.0
10-19%	5	17.2	0	.0	0	.0
20% or more	1	3.4	0	.0	0	.0
	29	99.9	1	100.0	1	100.0
No Response	46	61.3	8	88.9	9	90.0
9-4 Approximate percentage of boys in the 1963 graduating class who are already enrolled in a technical school (not in a college or university).						
1- 9%	33	73.3	0	.0	2	66.6
10-19%	8	17.7	0	.0	1	33.3
20% or more	4	8.8	0	.0	0	.0
	45	99.8	0	.0	3	99.9
No Response	30	40.0	9	100.0	7	70.0
9-5 Approximate percentage of boys in the 1963 graduating class who are already enrolled in some other type of school for high school graduates.						
1- 9%	20	86.9	2	100.0	1	100.0
10-19%	3	13.0	0	.0	0	.0
20% or more	0	.0	0	.0	0	.0
	23	99.9	2	100.0	1	100.0
No Response	52	69.3	7	77.8	9	90.0
10-1 Approximate percentage of girls in the 1963 graduating class who are already enrolled in a four year college.						
1-24%	34	50.2	0	.0	3	37.5
25-49%	26	38.3	0	.0	2	25.0
50-74%	7	10.2	2	50.0	2	25.0
75-98%	0	.0	1	25.0	1	12.5
All girls	1	1.5	1	25.0	0	.0
	68	100.2	4	100.0	8	100.0
No Response	7	9.3	5	55.6	2	20.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
10-2 Approximate percentage of girls in the 1963 graduating class who are already enrolled in a junior college.						
1- 9%	16	50.1	1	25.0	1	20.0
10-19%	10	31.3	0	.0	2	40.0
20-29%	5	15.6	1	25.0	1	20.0
30% or more	1	3.1	2	50.0	1	20.0
	32	100.1	4	100.0	5	100.0
No Response	43	57.3	5	55.6	5	50.0
10-3 Approximate percentage of girls in the 1963 graduating class who are already enrolled in a business school (not in a college or university).						
1- 9%	26	56.4	0	.0	4	80.0
10-19%	15	32.6	0	.0	1	20.0
20% or more	5	10.9	0	.0	0	.0
	46	99.9	0	.0	5	100.0
No Response	29	38.7	9	100.0	5	50.0
10-4 Approximate percentage of girls in the 1963 graduating class who are already enrolled in a technical school (not in a college or university).						
1- 9%	27	87.0	0	.0	2	66.6
10-19%	3	9.7	0	.0	1	33.3
20% or more	1	3.2	0	.0	0	.0
	31	99.9	0	.0	3	99.9
No Response	44	58.7	9	100.0	7	70.0
10-5 Approximate percentage of girls in the 1963 graduating class who are already enrolled in some other type of school for high school graduates.						
1- 9%	17	51.5	2	100.0	1	50.0
10-19%	9	27.3	0	.0	0	.0
20% or more	7	21.2	0	.0	1	50.0
	33	100.0	2	100.0	2	100.0
No Response	42	56.0	7	77.8	8	80.0
11. Which one of the descriptive phrases below best describes the homes of most of the pupils in your school?						
Low-cost single houses	22	29.3	0	.0	0	.0
Moderate-priced single houses	51	68.0	2	28.6	5	50.0
Expensive-single houses	1	1.3	4	57.1	1	10.0
Low-rental apartments	1	1.3	0	.0	1	10.0
Moderate-rental apartments	0	.0	0	.0	3	30.0
High-rental apartments	0	.0	1	14.3	0	.0
	75	99.9	7	100.0	10	100.0
No Response	0	.0	2	22.2	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
12. From which one of the following types of areas do most of the pupils in your school come?						
Urban residential	8	10.8	4	57.1	4	44.4
Urban commercial or industrial	4	5.4	0	.0	1	11.1
Suburban residential	5	6.8	3	42.9	2	22.2
Suburban commercial or industrial	3	4.1	0	.0	0	.0
Small towns (under 5,000 population)	20	27.0	0	.0	2	22.2
Rural or farm	34	45.9	0	.0	0	.0
	74	100.0	7	100.0	9	99.9
No Response	1	1.3	2	22.2	1	10.0
13. Approximately what percentage of the fathers of your pupils in grades 10-12 are in professional, technical, or managerial occupations?						
1- 9%	22	31.5	0	.0	2	22.2
10-19%	25	35.7	0	.0	2	22.2
20-29%	11	15.7	0	.0	1	11.1
30-39%	5	7.1	0	.0	0	.0
40-49%	0	.0	0	.0	1	11.1
50-99%	7	10.0	8	100.0	3	33.3
	70	100.0	8	100.0	9	99.9
No Response	5	6.7	1	11.1	1	10.0
14. What is the average number of years of teaching experience of men at the time they begin their first year of teaching in your school?						
1 year	6	8.5	0	.0	0	.0
2 years	17	23.9	2	28.6	1	16.7
3 years	21	29.6	1	14.3	2	33.3
4 years	6	8.5	1	14.3	1	16.7
5 years	9	12.7	2	28.6	1	16.7
6-10 years	9	12.6	1	14.3	1	16.7
11 years or more	3	4.2	0	.0	0	.0
	71	100.0	7	100.1	6	100.1
No Response	4	5.3	2	22.2	4	40.0
15. What is the average annual salary of men during their first year of teaching in your school. (This may not be their first year of teaching in any school.)						
$ 0- 2,499	0	.0	0	.0	0	.0
2,500- 2,999	2	2.8	0	.0	0	.0
3,000- 3,999	10	14.0	0	.0	1	12.5
4,000- 4,999	29	40.7	6	85.8	7	87.5
5,000- 5,999	28	39.3	0	.0	0	.0
6,000- 6,999	2	2.8	0	.0	0	.0
7,000 and up	0	.0	1	14.3	0	.0
	71	99.6	7	100.1	8	100.0
No Response	4	5.3	2	22.2	2	20.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
16. What is the average per-pupil expenditure for all purposes in your school system last year, grades 10-12 only?						
$ 1- 499	47	75.8	0	.0	6	85.7
500- 999	14	22.6	0	.0	1	14.3
1,000-1,499	1	1.6	0	.0	0	.0
1,500 or more	0	.0	6	100.	0	.0
	62	100.0	6	100.	7	100.0
No Response	13	17.3	3	33.3	3	30.0
17-1 What is the approximate percentage of pupils in grades 10-12 in your school who are of Spanish or Latin-American background?						
1%	10	43.5	3	50.0	1	33.3
2-4%	6	26.1	2	33.4	1	33.3
5-9%	2	8.6	1	16.7	0	.0
10% or more	5	21.5	0	.0	1	33.3
	23	99.7	6	100.1	3	99.9
No Response	52	69.3	3	33.3	7	70.0
17-2 What is the approximate percentage of pupils in grades 10-12 in your school who are of Oriental background?						
1%	4	80.0	1	50.0	0	.0
2-4%	1	20.0	1	50.0	0	.0
5% or more	0	.0	0	.0	0	.0
	5	100.0	2	100.0	0	.0
No Response	70	93.3	7	77.8	10	100.0
17-3 What is the approximate percentage of pupils in grades 10-12 in your school who are American Indians?						
1%	3	42.9	0	.0	0	.0
2-4%	1	14.3	0	.0	0	.0
5% or more	3	42.9	0	.0	0	.0
	7	100.1	0	.0	0	.0
No Response	68	90.7	9	100.0	10	100.0
17-4 What is the approximate percentage of pupils in grades 10-12 in your school who are Negroes?						
1%	2	11.8	1	25.0	0	.0
2-4%	1	5.9	3	75.0	0	.0
5-9%	1	5.9	0	.0	1	50.0
10% or more	13	76.5	0	.0	1	50.0
	17	100.1	4	100.0	2	100.0
No Response	58	77.3	5	55.6	8	80.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
18. Are the following types of marks given regularly in your school?						
18-1 Marks that show the level of a pupil's achievement according to standards set by his subject-matter teacher.						
Yes	65	86.7	7	77.8	8	88.9
No	10	13.3	2	22.2	1	11.1
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
18-2 Marks that show the level of a pupil's achievement according to standards set by the school system.						
Yes	37	49.3	4	44.4	5	55.6
No	38	50.7	5	55.6	4	44.4
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
18-3 Marks that show the level of a pupil's effort according to standards set by his own subject-matter teacher.						
Yes	45	60.0	3	33.3	4	50.0
No	30	40.0	6	66.7	4	50.0
	75	100.0	9	100.0	8	100.0
No Response	0	.0	0	.0	2	20.0
18-4 Marks that show the level of a pupil's achievement relative to the average achievement in his class group.						
Yes	32	42.7	4	44.4	2	22.2
No	43	57.3	5	55.6	7	77.8
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
18-5 Marks that show the level of a pupil's achievement relative to his own level of mental ability.						
Yes	27	36.0	2	22.2	3	33.3
No	48	64.0	7	77.8	6	66.7
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
18-6 Marks that show the level of a pupil's achievement relative to his own level of effort.						
Yes	31	41.3	2	22.2	3	33.3
No	44	58.7	7	77.8	6	66.7
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
19. Are the following provisions for homogeneous grouping of pupils made in your school?						
19-1 Pupils are grouped by mental ability in a few subjects.						
Yes	29	38.7	2	22.2	7	70.0
No	46	61.3	7	77.8	3	30.0
	75	100.0	9	100.0	10	100.0
No Response	0	.0	0	.0	0	.0
19-2 Pupils are grouped by achievement level in a few subjects.						
Yes	43	57.3	3	33.3	5	50.0
No	32	42.7	6	66.7	5	50.0
	75	100.0	9	100.0	10	100.0
No Response	0	.0	0	.0	0	.0
19-3 Pupils are grouped by mental ability in most subjects.						
Yes	10	13.3	3	33.3	3	30.0
No	65	86.7	6	66.7	7	70.0
	75	100.0	9	100.0	10	100.0
No Response	0	.0	0	.0	0	.0
19-4 Pupils are grouped by achievement in most subjects.						
Yes	18	24.0	5	55.6	5	50.0
No	57	76.0	4	44.4	5	50.0
	75	100.0	9	100.0	10	100.0
No Response	0	.0	0	.0	0	.0
20. Mark one or more of the following to show what special provisions, if any, are made for top-ranking pupils in your school.						
20-1 We make no special provisions.						
Yes	18	35.3	0	.0	3	37.5
No	33	64.7	3	100.0	5	62.5
	51	100.0	3	100.0	8	100.0
No Response	24	32.0	6	66.7	2	20.0
20-2 We group them in classes that use our own syllabuses but cover more subject matter than other classes.						
Yes	24	44.4	2	66.7	5	50.0
No	30	55.6	1	33.3	5	50.0
	54	100.0	3	100.0	10	100.0
No Response	21	28.0	6	66.7	0	.0
20-3 We do not group them separately but we encourage them to take the Advanced Placement Tests.						
Yes	8	17.4	2	50.0	1	12.5
No	38	82.6	2	50.0	7	87.5
	46	100.0	4	100.0	8	100.0
No Response	29	38.7	5	55.6	2	20.0

Questionnaire Items	Schools Public f	% 	 Private f	 %	 Parochial f	 %
20-4 We offer one or more courses that use syllabuses of the Advanced Placement Program.						
Yes	7	14.3	5	71.4	3	30.0
No	42	85.7	2	28.6	7	70.0
	49	100.0	7	100.0	10	100.0
No Response	26	34.7	2	22.2	0	.0
20-5 We make other provisions not listed above.						
Yes	34	64.2	2	66.7	5	55.6
No	19	35.8	1	33.3	4	44.4
	53	100.0	3	100.0	9	100.0
No Response	22	29.3	6	66.7	1	10.0
21. Except for the reading test used in this project, are any standardized tests, inventories, or questionnaires given to pupils in your school?						
Yes	75	100.0	9	100.0	9	90.0
No	0	.0	0	.0	1	10.0
	75	100.0	9	100.0	10	100.0
No Response	0	.0	0	.0	0	.0

Questions 22-34. Please indicate the types of standardized tests that have been administered during the past three years to pupils who attend your school and the individuals or groups to whom they are administered.

Note: On the questionnaire, all respondents indicated either "yes" or "no" for each test in each situation. Figures reported here represent only the number and percentage of "yes" responses. Total N responding is therefore not equal to the sum of the frequency column and percentages do not total to 100.

Questionnaire Items	Public f	%	Private f	%	Parochial f	%
22. Number of schools indicating that they give achievement tests in the following situations.						
To all pupils in grade 10.	41	54.7	3	33.3	6	60.0
To all pupils in grade 11.	42	56.0	5	55.6	6	60.0
To all pupils in grade 12.	23	30.7	5	55.6	4	40.0
To individuals or groups of pupils in grade 10.	10	13.3	1	11.1	2	20.0
To individuals or groups of pupils in grade 11.	9	12.0	2	22.2	2	20.0
To individuals or groups of pupils in grade 12.	8	10.7	2	22.2	3	30.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
23. Number of schools indicating that they give group intelligence tests (Otis, etc.) in the following situations.						
To all pupils in grade 10	24	32.0	7	77.8	3	30.0
To all pupils in grade 11	31	41.3	7	77.8	5	50.0
To all pupils in grade 12	12	16.0	6	66.7	1	10.0
To individuals or groups of pupils in grade 10	7	9.3	0	.0	1	10.0
To individuals or groups of pupils in grade 11	9	12.0	0	.0	1	10.0
To individuals or groups of pupils in grade 12	8	10.7	0	.0	1	10.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0
24. Number of schools indicating that they give individual intelligence tests (Wechsler, etc.) in the following situations.						
To all pupils in grade 10	0	.0	0	.0	0	.0
To all pupils in grade 11	0	.0	0	.0	0	.0
To all pupils in grade 12	0	.0	0	.0	0	.0
To individuals or groups of pupils in grade 10	24	32.0	0	.0	2	20.0
To individuals or groups of pupils in grade 11	22	29.3	0	.0	1	10.0
To individuals or groups of pupils in grade 12	19	25.3	0	.0	1	10.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0
25. Number of schools indicating that they give multi-aptitude tests in the following situations.						
To all pupils in grade 10	15	20.0	2	22.2	1	10.0
To all pupils in grade 11	9	12.0	2	22.2	0	.0
To all pupils in grade 12	9	12.0	2	22.2	1	10.0
To individuals or groups of pupils in grade 10	6	8.0	0	.0	0	.0
To individuals or groups of pupils in grade 11	8	10.7	1	11.1	1	10.0
To individuals or groups of pupils in grade 12	10	13.3	1	11.1	2	20.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
26. Number of schools indicating that they give national college admissions tests (CEEB, ACT, etc.) in the following situations.						
To all pupils in grade 10	2	2.7	2	22.2	1	10.0
To all pupils in grade 11	3	4.0	9	100.0	3	30.0
To all pupils in grade 12	10	13.3	8	88.9	5	50.0
To individuals or groups of pupils in grade 10	3	4.0	0	.0	0	.0
To individuals or groups of pupils in grade 11	26	34.7	1	11.1	3	30.0
To individuals or groups of pupils in grade 12	55	73.3	1	11.1	4	40.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0
27. Number of schools indicating that they give national scholarship tests (National Merit, Westinghouse, etc.) in the following situations.						
To all pupils in grade 10	0	.0	0	.0	0	.0
To all pupils in grade 11	6	8.0	4	44.4	5	50.0
To all pupils in grade 12	2	2.7	0	.0	1	10.0
To individuals or groups of pupils in grade 10	6	8.0	0	.0	0	.0
To individuals or groups of pupils in grade 11	49	65.3	3	33.3	4	40.0
To individuals or groups of pupils in grade 12	22	29.3	1	11.1	2	20.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0
28. Number of schools indicating that they give state wide testing programs (Iowa, etc.) in the following situations.						
To all pupils in grade 10	12	16.0	0	.0	3	30.0
To all pupils in grade 11	23	30.7	0	.0	3	30.0
To all pupils in grade 12	14	18.7	0	.0	4	40.0
To individuals or groups of pupils in grade 10	5	6.7	0	.0	1	10.0
To individuals or groups of pupils in grade 11	3	4.0	0	.0	1	10.0
To individuals or groups of pupils in grade 12	6	8.0	0	.0	1	10.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0

Questionnaire Items	Schools Public f	 %	 Private f	 %	 Parochial f	 %
29. Number of schools indicating that they give special talents tests (music, art, etc.) in the following situations.						
To all pupils in grade 10	0	.0	0	.0	0	.0
To all pupils in grade 11	0	.0	0	.0	1	10.0
To all pupils in grade 12	0	.0	0	.0	1	10.0
To individuals or groups of pupils in grade 10	12	16.0	0	.0	1	10.0
To individuals or groups of pupils in grade 11	14	18.7	0	.0	1	10.0
To individuals or groups of pupils in grade 12	14	18.7	1	11.1	1	10.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0
30. Number of schools indicating that they give interest inventories in the following situations.						
To all pupils in grade 10	15	20.0	1	11.1	4	40.0
To all pupils in grade 11	14	18.7	0	.0	4	40.0
To all pupils in grade 12	17	22.7	0	.0	1	10.0
To individuals or groups of pupils in grade 10	11	14.7	0	.0	0	.0
To individuals or groups of pupils in grade 11	12	16.0	1	11.1	0	.0
To individuals or groups of pupils in grade 12	15	20.0	1	11.1	0	.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0
31. Number of schools indicating that they give personality inventories in the following situations.						
To all pupils in grade 10	6	8.0	0	.0	0	.0
To all pupils in grade 11	5	6.7	0	.0	0	.0
To all pupils in grade 12	4	5.3	0	.0	0	.0
To individuals or groups of pupils in grade 10	9	12.0	0	.0	1	10.0
To individuals or groups of pupils in grade 11	12	16.0	0	.0	1	10.0
To individuals or groups of pupils in grade 12	12	16.0	0	.0	1	10.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
32. Number of schools indicating that they give projective tests of personality (TAT, etc.) in the following situations.						
To all pupils in grade 10	0	.0	0	.0	0	.0
To all pupils in grade 11	0	.0	0	.0	0	.0
To all pupils in grade 12	0	.0	0	.0	0	.0
To individuals or groups of pupils in grade 10	4	5.3	0	.0	0	.0
To individuals or groups of pupils in grade 11	4	5.3	0	.0	1	10.0
To individuals or groups of pupils in grade 12	4	5.3	0	.0	1	10.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0
33. Number of schools indicating that they give biographical data inventories in the following situations.						
To all pupils in grade 10	11	14.7	0	.0	0	.0
To all pupils in grade 11	8	10.7	0	.0	0	.0
To all pupils in grade 12	7	9.3	0	.0	0	.0
To individuals or groups of pupils in grade 10	2	2.7	0	.0	0	.0
To individuals or groups of pupils in grade 11	2	2.7	0	.0	0	.0
To individuals or groups of pupils in grade 12	1	1.3	0	.0	0	.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0
34. Number of schools indicating that they give other tests in the following situations.						
To all pupils in grade 10	3	4.0	2	22.2	0	.0
To all pupils in grade 11	2	2.7	1	11.1	0	.0
To all pupils in grade 12	4	5.3	1	11.1	0	.0
To individuals or groups of pupils in grade 10	0	.0	0	.0	0	.0
To individuals or groups of pupils in grade 11	1	1.3	0	.0	0	.0
To individuals or groups of pupils in grade 12	0	.0	0	.0	0	.0
Total N Responding	75		9		10	
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
35. Are standardized achievement tests given in grades 10, 11 and 12 in your school in one or more of the following fields?						
35-1 English fundamentals						
Yes	53	70.7	5	55.6	4	44.4
No	22	29.3	4	44.4	5	55.6
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
35-2 Reading comprehension						
Yes	58	77.3	6	66.7	5	55.6
No	17	22.7	3	33.3	4	44.4
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
35-3 Foreign languages						
Yes	8	10.7	7	77.8	6	66.7
No	67	89.3	2	22.2	3	33.3
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
35-4 Social studies						
Yes	42	56.0	5	55.6	5	55.6
No	33	44.0	4	44.4	4	44.4
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
35-5 Biological science						
Yes	32	42.7	4	44.4	4	44.4
No	43	57.3	5	55.6	5	55.6
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
35-6 Physical science						
Yes	32	42.7	4	44.4	5	55.6
No	43	57.3	5	55.6	4	44.4
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
35-7 Mathematics						
Yes	49	65.3	6	66.7	5	55.6
No	26	34.7	3	33.3	4	44.4
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
35-8 Other						
Yes	4	5.4	0	.0	2	20.0
No	70	94.6	9	100.0	7	70.0
	74	100.0	9	100.0	9	100.0
No Response	1	1.3	0	.0	1	10.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Questions 36-50: Indicate the degree of importance attached to each of the following possible reasons for using tests in your school.						
36. To meet state testing requirements.						
Of no importance	40	54.1	8	100.0	6	66.7
Of very little importance	13	17.6	0	.0	1	11.1
Fairly important	10	13.5	0	.0	2	22.2
Very important	11	14.9	0	.0	0	.0
	74	100.1	8	100.0	9	100.0
No Response	1	1.3	1	11.1	1	10.0
37. To section pupils in any given course by achievement level.						
Of no importance	16	21.3	1	12.5	1	11.1
Of very little importance	24	32.0	4	50.0	1	11.1
Fairly important	29	38.7	3	37.5	6	66.7
Very important	6	8.0	0	.0	1	11.1
	75	100.0	8	100.0	9	100.0
No Response	0	.0	1	11.1	1	10.0
38. To section pupils in any given grade by level of mental ability.						
Of no importance	22	29.3	2	22.2	0	.0
Of very little importance	23	30.7	3	33.3	1	11.1
Fairly important	25	33.3	4	44.4	7	77.8
Very important	5	6.7	0	.0	1	11.1
	75	100.0	9	99.9	9	100.0
No Response	0	.0	0	.0	1	10.0
39. To help in guiding pupils into appropriate curricula (commercial, college-preparatory, vocational, etc.)						
Of no importance	1	1.3	6	75.0	3	33.3
Of very little importance	5	6.7	0	.0	0	.0
Fairly important	34	45.3	2	25.0	2	22.2
Very important	35	46.7	0	.0	4	44.4
	75	100.0	8	100.0	9	99.9
No Response	0	.0	1	11.1	1	10.0
40. To select admission applicants for admission to your school.						
Of no importance	65	87.8	0	.0	2	22.2
Of very little importance	7	9.5	0	.0	2	22.2
Fairly important	1	1.4	4	44.4	3	33.3
Very important	1	1.4	5	55.6	2	22.2
	74	100.1	9	100.0	9	99.9
No Response	1	1.3	0	.0	1	10.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
41. To compare the average scores of pupils with those of other schools.						
Of no importance	20	26.7	4	44.4	1	11.1
Of very little importance	27	36.0	3	33.3	4	44.4
Fairly important	26	34.7	0	.0	4	44.4
Very important	2	2.7	2	22.2	0	.0
	75	100.1	9	99.9	9	99.9
No Response	0	.0	0	.0	1	10.0
42. To measure the level of achievement of individual pupils at the end of a school year.						
Of no importance	11	14.9	3	37.5	1	11.1
Of very little importance	10	13.5	0	.0	1	11.1
Fairly important	33	44.6	3	37.5	4	44.4
Very important	20	27.0	2	25.0	3	33.3
	74	100.0	8	100.0	9	99.9
No Response	1	1.3	1	11.1	1	10.0
43. To measure the gain in achievement made by individual pupils during a school year.						
Of no importance	9	12.2	3	37.5	0	.0
Of very little importance	11	14.9	2	25.0	0	.0
Fairly important	32	43.2	3	37.5	8	88.9
Very important	22	29.7	0	.0	1	11.1
	74	100.0	8	100.0	9	100.0
No Response	1	1.3	1	11.1	1	10.0
44. To measure the average gain in achievement by all pupils in a given course during the school year.						
Of no importance	9	12.2	5	62.5	0	.0
Of very little importance	26	35.1	3	37.5	5	55.6
Fairly important	23	31.1	0	.0	3	33.3
Very important	16	21.6	0	.0	1	11.1
	74	100.0	8	100.0	9	100.0
No Response	1	1.3	1	11.1	1	10.0
45. To help pupils gain a better understanding of their strengths and weaknesses.						
Of no importance	1	1.4	1	11.1	0	.0
Of very little importance	1	1.4	3	33.3	0	.0
Fairly important	19	25.7	4	44.4	3	33.3
Very important	53	71.6	1	11.1	6	66.7
	74	100.1	9	99.9	9	100.0
No Response	1	1.3	0	.0	1	10.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
46. To help in educational and vocational counseling of pupils.						
Of no importance	1	1.3	1	12.5	0	.0
Of very little importance	0	.0	0	.0	0	.0
Fairly important	22	29.3	5	62.5	5	55.6
Very important	52	69.3	2	25.0	4	44.4
	75	99.9	8	100.0	9	100.0
No Response	0	.0	1	11.1	1	10.0
47. To help in counseling parents.						
Of no importance	1	1.3	0	.0	0	.0
Of very little importance	9	12.0	1	11.1	1	11.1
Fairly important	30	40.0	7	77.8	6	66.7
Very important	35	46.7	1	11.1	2	22.2
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
48. To evaluate the school curriculum.						
Of no importance	2	2.7	2	28.6	1	11.1
Of very little importance	14	18.7	3	42.9	1	11.1
Fairly important	37	49.3	1	14.3	5	55.6
Very important	22	29.3	1	14.3	2	22.2
	75	100.0	7	100.1	9	100.0
No Response	0	.0	2	22.2	1	10.0
49. To evaluate teacher effectiveness.						
Of no importance	19	25.3	4	50.0	2	22.2
Of very little importance	25	33.3	3	37.5	4	44.4
Fairly important	22	29.3	0	.0	3	33.3
Very important	9	12.0	1	12.5	0	.0
	75	99.9	8	100.0	9	99.9
No Response	0	.0	1	11.1	1	10.0
50. Other reasons.						
Of no importance	1	25.0	0	.0	0	.0
Of very little importance	0	.0	0	.0	0	.0
Fairly important	1	25.0	0	.0	1	100.0
Very important	2	50.0	0	.0	0	.0
	4	100.0	0	.0	1	100.0
No Response	71	94.7	9	100.0	9	90.0

Questionnaire Items	Public f	Public %	Private f	Private %	Parochial f	Parochial %
Questions 51-66: Indicate how frequently socres from intelligence, scholastic - aptitude, or achievement tests are used in your school for each of the purposes listed below.						
51. To diagnose reasons for failure to learn on the part of pupils.						
Never	4	5.3	1	11.1	0	.0
Occasionally	19	25.3	4	44.4	3	33.3
Frequently	31	41.3	3	33.3	4	44.4
Very often	21	28.0	1	11.1	2	22.2
	75	99.9	9	99.9	9	99.9
No Response	0	.0	0	.0	1	10.0
52. To assess pupil achievement.						
Never	4	5.3	1	11.1	0	.0
Occasionally	17	22.7	4	44.4	2	22.2
Frequently	31	41.3	3	33.3	4	44.4
Very often	23	30.7	1	11.1	3	33.3
	75	100.0	9	99.9	9	99.9
No Response	0	.0	0	.0	1	10.0
53. To provide a basis for school marks.						
Never	47	62.7	8	88.9	3	33.3
Occasionally	23	30.7	1	11.1	1	11.1
Frequently	4	5.3	0	.0	4	44.4
Very often	1	1.3	0	.0	1	11.1
	75	100.0	9	100.0	9	99.0
No Response	0	.0	0	.0	1	10.0
54. To assess the potential learning ability of pupils.						
Never	1	1.3	0	.0	0	.0
Occasionally	12	16.0	3	33.3	1	11.1
Frequently	34	45.3	1	11.1	4	44.4
Very often	28	37.3	5	55.6	4	44.4
	75	99.9	9	100.0	9	99.9
No Response	0	.0	0	.0	1	10.0
55. To provide a basis for individualizing instruction.						
Never	7	9.3	4	44.4	1	11.1
Occasionally	36	48.0	2	22.2	5	55.6
Frequently	24	32.0	3	33.3	2	22.2
Very often	8	10.7	0	.0	1	11.1
	75	100.0	9	99.9	9	100.0
No Response	0	.0	0	.0	1	10.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
56. To identify pupils who are under-achievers or over-achievers.						
Never	1	1.3	0	.0	0	.0
Occasionally	18	24.0	2	22.2	2	22.2
Frequently	33	44.0	5	55.6	5	55.6
Very often	23	30.7	2	22.2	2	22.2
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
57. To guide pupils in their choices of specific high-school subjects.						
Never	5	6.7	0	.0	0	.0
Occasionally	14	18.7	3	33.3	2	22.2
Frequently	26	34.7	5	55.6	5	55.6
Very often	30	40.0	1	11.1	2	22.2
	75	100.1	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
58. To guide pupils in their choices of curricula (college-preparatory, commercial, vocational, etc.)						
Never	2	2.7	5	62.5	1	12.5
Occasionally	15	20.0	2	25.0	0	.0
Frequently	29	38.7	1	12.5	5	62.5
Very often	29	38.7	0	.0	2	25.0
	75	100.1	8	100.0	8	100.0
No Response	0	.0	1	11.1	2	20.0
59. To guide pupils in their decisions about post-high-school education.						
Never	0	.0	1	12.5	0	.0
Occasionally	14	18.7	2	25.0	1	11.1
Frequently	26	34.7	3	37.5	4	44.4
Very often	35	46.7	2	25.0	4	44.4
	75	100.1	8	100.0	9	99.9
No Response	0	.0	1	11.1	1	10.0
60. To guide pupils in their choices of specific colleges.						
Never	8	10.7	0	.0	0	.0
Occasionally	27	36.0	2	22.2	5	55.6
Frequently	18	24.0	4	44.4	2	22.2
Very often	22	29.3	3	33.3	2	22.2
	75	100.0	9	99.9	9	100.0
No Response	0	.0	0	.0	1	10.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
61. To guide pupils in their choices of occupations.						
Never	4	5.3	5	55.6	0	.0
Occasionally	21	28.0	3	33.3	7	77.8
Frequently	32	42.7	1	11.1	1	11.1
Very often	18	24.0	0	.0	1	11.1
	75	100.0	9	100.0	9	100.0
No Response	0	.0	0	.0	1	10.0
62. To inform institutions of higher learning about their applicants for admissions.						
Never	4	5.3	0	.0	0	.0
Occasionally	15	20.0	0	.0	2	22.2
Frequently	22	29.3	3	33.3	3	33.3
Very often	34	45.3	6	66.7	4	44.4
	75	99.9	9	100.0	9	99.9
No Response	0	.0	0	.0	1	10.0
63. To inform prospective employers about job applicants.						
Never	6	8.0	6	66.7	2	22.2
Occasionally	39	52.0	2	22.2	4	44.4
Frequently	17	22.7	1	11.1	1	11.1
Very often	13	17.3	0	.0	2	22.2
	75	100.0	9	100.0	9	99.9
No Response	0	.0	0	.0	1	10.0
64. To inform pupils about their own abilities and achievements.						
Never	5	6.7	0	.0	0	.0
Occasionally	12	16.0	4	44.4	1	11.1
Frequently	24	32.0	3	33.3	4	44.4
Very often	34	45.3	2	22.2	4	44.4
	75	100.0	9	99.9	9	99.9
No Response	0	.0	0	.0	1	10.0
65. To inform teachers about the abilities and achievements of their pupils.						
Never	1	1.3	0	.0	0	.0
Occasionally	16	21.3	4	44.4	1	11.1
Frequently	31	41.3	3	33.3	5	55.6
Very often	27	36.0	2	22.2	3	33.3
	75	99.9	9	99.9	9	100.0
No Response	0	.0	0	.0	1	10.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
66. Other uses.						
Never	2	50.0	0	.0	0	.0
Occasionally	0	.0	0	.0	0	.0
Frequently	0	.0	0	.0	0	.0
Very often	2	50.0	0	.0	0	.0
	4	100.0	0	.0	0	.0
No Response	71	94.7	9	100.0	10	100.0
67. What is the average number of hours that pupils spend taking standardized tests given by your school during their twelfth-grade year?						
1- 3 hours	22	40.0	2	33.3	2	33.3
4- 6 hours	19	34.5	2	33.3	2	33.3
7-12 hours	12	21.8	1	16.7	2	33.3
13 or more hours	2	3.2	1	16.7	0	.0
	55	99.5	6	100.0	6	99.9
No Response	20	26.7	3	33.3	4	40.0
Mean Number of Hours	5.5		8.5		6.3	
68. What is the average number of hours that pupils spend taking standardized tests given by outside agencies (CEEB, ACT, National Merit, etc.) during their twelfth-grade year?						
1- 3 hours	20	29.9	0	.0	0	.0
4- 6 hours	33	49.2	2	22.2	3	30.0
7-12 hours	13	19.5	6	66.6	5	50.0
13 or more hours	1	1.5	1	11.1	2	20.0
	67	100.1	9	99.9	10	100.0
No Response	8	10.7	0	.0	0	.0
Mean Number of Hours	3.0		2.2		5.4	
69. How does your school report the results of externally sponsored tests (CEEB, ACT, etc.) to pupils and parents?						
The results are not reported in school	3	4.1	0	.0	1	10.0
Only the scores themselves are reported	7	9.6	0	.0	0	.0
Only an interpretation of the scores is reported	5	6.8	0	.0	1	10.0
Both the scores themselves and an interpretation of them are reported	58	79.5	9	100.0	8	80.0
	73	100.0	9	100.0	10	100.0
No Response	2	2.7	0	.0	0	.0
70. How does your school report the results of tests sponsored by the school?						
The results are not reported in school	6	8.2	3	37.5	1	10.0
Only the scores themselves are reported	4	5.5	1	12.5	1	10.0
Only an interpretation of the scores is reported	20	27.4	0	.0	1	10.0
Both the scores themselves and an interpretation of them are reported	43	58.9	4	50.0	7	70.0
	73	100.0	8	100.0	10	100.0
No Response	2	2.7	1	11.1	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
71. In which one of the following ways has the Parent Teachers Association had the greatest effect on your school's testing program during the last five years?						
It has had no effect at all	38	52.1	1	11.1	6	60.0
It has increased the program	10	13.7	0	.0	0	.0
It has decreased the program	0	.0	0	.0	0	.0
It has changed the program in some other way	2	2.7	0	.0	0	.0
It has never considered the program	8	11.0	0	.0	0	.0
There is no Parent Teachers Association	15	20.5	8	88.9	4	40.0
	73	100.0	9	100.0	10	100.0
No Response	2	2.7	0	.0	0	.0
72. To what extent are the parents of pupils in your school provided with information about their children's aptitudes for learning school subjects?						
This is never done	2	2.7	0	.0	0	.0
This is done if the parents specially request it	26	35.1	0	.0	3	30.0
This is done if a teacher, guidance counselor, or principal takes the initiative in doing it	28	37.8	3	33.3	4	40.0
This is done routinely on all report cards	8	10.8	4	44.4	3	30.0
Other.	10	13.5	2	22.2	0	.0
	74	99.9	9	99.9	10	100.0
No Response	1	1.3	0	.0	0	.0
73. Is your school planning to make any significant changes in its testing program between the school years 1963-1964 and 1964-1965?						
Yes	19	25.3	0	.0	2	20.0
No	56	74.7	9	100.0	8	80.0
	75	100.0	9	100.0	10	100.0
No Response	0	.0	0	.0	0	.0

	Schools					
	Public		Private		Parochial	
Questionnaire Items	f	%	f	%	f	%
Questions 74-83: Indicate your reaction to each change suggested in your school testing program.						
74. to introduce or use more multi-aptitude tests -						
This change is not needed or planned	3	20.0	0	.0	0	.0
This change is needed but is not planned	7	46.7	0	.0	1	100.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	5	33.3	0	.0	0	.0
	15	100.0	0	.0	1	100.0
No Response	60	80.0	9	100.0	9	90.0
75. to introduce or use more standardized achievement tests -						
This change is not needed or planned	6	37.5	0	.0	0	.0
This change is needed but is not planned	3	18.8	0	.0	0	.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	7	43.8	0	.0	1	100.0
	16	100.1	0	.0	1	100.0
No Response	59	78.7	9	100.0	9	90.0
76. to introduce or use more interest inventories -						
This change is not needed or planned	5	31.3	0	.0	0	.0
This change is needed but is not planned	6	37.5	0	.0	0	.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	5	31.3	0	.0	1	100.0
	16	100.1	0	.0	1	100.0
No Response	59	78.7	9	100.0	9	90.0
77. to introduce or use more personality inventories -						
This change is not needed or planned	6	37.5	0	.0	0	.0
This change is needed but is not planned	6	37.5	0	.0	0	.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	4	25.0	0	.0	1	100.0
	16	100.0	0	.0	1	100.0
No Response	59	78.7	9	100.0	9	90.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
78. to improve the scoring of tests -						
This change is not needed or planned	10	66.7	0	.0	1	100.0
This change is needed but is not planned	1	6.7	0	.0	0	.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	4	26.7	0	.0	0	.0
	15	100.1	0	.0	1	100.0
No Response	60	80.0	9	100.0	9	90.0
79. to improve the recording of test scores -						
This change is not needed or planned	10	62.5	0	.0	1	100.0
This change is needed but is not planned	2	12.5	0	.0	0	.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	4	25.0	0	.0	0	.0
	16	100.0	0	.0	1	100.0
No Response	59	78.7	9	100.0	9	90.0
80. to improve the processing and reporting of test results to teachers, counselors and administrators -						
This change is not needed or planned	2	12.5	0	.0	1	100.0
This change is needed but is not planned	2	12.5	0	.0	0	.0
This change is planned but is not needed	1	6.3	0	.0	0	.0
This change is both needed and planned	11	68.8	0	.0	0	.0
	16	100.1	0	.0	1	100.0
No Response	59	78.7	9	100.0	9	90.0
81. to improve the interpretation of test results to pupils and their parents -						
This change is not needed or planned	3	18.8	0	.0	0	.0
This change is needed but is not planned	1	6.3	0	.0	0	.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	12	75.0	0	.0	1	100.0
	16	100.1	0	.0	1	100.0
No Response	59	78.7	9	100.0	9	90.0

Questionnaire Items	Schools					
	Public		Private		Parochial	
	f	%	f	%	f	%
82. to improve the interpretation of test results to teachers, counselors and administrators -						
This change is not needed or planned	0	.0	0	.0	0	.0
This change is needed but is not planned	1	6.3	0	.0	0	.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	15	93.8	0	.0	1	100.0
	16	100.1	0	.0	1	100.0
No Response	59	78.7	9	100.0	9	90.0
83. to make some other change -						
This change is not needed or planned	2	50.0	0	.0	0	.0
This change is needed but is not planned	0	.0	0	.0	0	.0
This change is planned but is not needed	0	.0	0	.0	0	.0
This change is both needed and planned	2	50.0	0	.0	0	.0
	4	100.0	0	.0	0	.0
No Response	71	94.7	9	100.0	10	100.0
84. Does your school have a guidance program in which at least one person has been officially assigned, part time or full time, to counseling with pupils individually?						
Yes	67	89.3	8	88.9	10	100.0
No	8	10.7	1	11.1	0	.0
	75	100.0	9	100.0	10	100.0
No Response	0	.0	0	.0	0	.0
85. Does you school have definite plans to establish a counseling and guidance program within three years?						
We already have a guidance program	60	81.1	8	88.9	10	100.0
No, we have no definite plans to do this	7	9.5	1	11.1	0	.0
Yes, in 1964-1965	5	6.8	0	.0	0	.0
Yes, in 1965-1966	2	2.7	0	.0	0	.0
Yes, in 1966-1967	0	.0	0	.0	0	.0
	74	100.1	9	100.0	10	100.0
No Response	1	1.3	0	.0	0	.0

CHAPTER VII

SPECIAL ANALYSIS OF PROJECT TALENT DATA

The following tables summarize the results of a special analysis of original Project Talent data undertaken to provide background information on the relation between extent of standardized testing, reporting of test scores, and a number of school variables. References to published reports of Project Talent findings, which include a description of the procedures by which the data were collected, may be found on page iv of the Foreword.

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TABLE 1

Extent of Testing[1] vs. Average Annual per Pupil Expenditure for all Purposes in the School System (GSC 89)[2]

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Average Expenditure	$ 0-219	28.6	17.7	16.8	18.2
	$220-419	48.0	48.3	44.8	41.2
	$420-619	17.8	27.2	31.6	26.7
	$620-819	3.2	6.5	4.2	5.4
	Over $819	2.3	.2	2.8	8.1
		99.9	99.9	100.2	99.6
	Weighted N[3]	4902.6	4464.4	5884.6	4830.5

[1] Extent of Testing Index. This index was constructed by obtaining the simple sum of weighted responses to each of the following items:

Guidance Program Questionnaire No's 21, 22, and 23. Weights were calculated as follows:

GP 21 ("In what grades does your school give each of the following types of tests to all students."), subsections a-d, g-i:
Test not given in any grade = 1
Test given in one to four grades = 2-5.

GP 22 ("In what high school subjects are standardized achievement tests given?"), subsections a-g:
Occasionally or never = 1
Regularly on schedule, frequently = 2

GP 23 ("Which of the following kinds of tests are administered to groups of high school students--but not to all students--under special circumstances?"), subsections a-c, f-k:
No = 1
Yes = 2

No response to any item scored 1. Total number of items = 23. Range of index = 23-67. See Appendix H for a full listing of the tests given in the above-mentioned subsections.

[2] See Appendix H.

[3] The Project Talent sample of 822 public high schools was weighted to reproduce the total population of high schools in the United States. For a description of the weighting procedure used see Shaycoft, Marion F., et al, Studies of a Complete Age Group - 15. Technical Report to the U. S. Office of Education, Cooperative Research Project No. 566, Pittsburgh: Project Talent Office, University of Pittsburgh, 1963, p. 15f.

TABLE 2

Extent of Testing vs. Age of Main Building of School Plant (GSC 33)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Age of Main Building	9 or less years	23.4	27.5	29.8	29.9
	10-29 years	31.6	32.4	24.3	26.1
	Over 29 years	45.1	40.1	45.8	43.8
		100.1	100.0	99.9	99.8
	Weighted N	5646.4	4853.2	6405.4	5517.5

Table 3

Extent of Testing vs. Number of Years Guidance Program Has Been Organized (GP

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Age of Guidance Program	Less than 1 year	18.8	20.5	15.0	12.6
	1-4 years	31.3	23.5	33.2	29.8
	5 or more years	49.8	56.1	51.8	57.6
		99.9	100.1	100.0	100.0
	Weighted N	2423.1	3415.2	5190.5	4927.7

TABLE 4

Extent of Testing vs. Male 10-12th Grade Dropouts (GSC 70)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Male Dropouts	0- 9%	66.2	66.3	65.4	70.3
	10-19%	19.7	22.2	26.2	18.9
	20-29%	7.5	6.0	7.2	7.8
	30-39%	4.8	4.1	.5	2.7
	40-49%	1.7	.5	.7	.3
	50% or more	.1	.8	.0	.0
		100.0	99.9	100.0	100.0
	Weighted N	5175.2	4812.0	6248.1	5215.5

TABLE 5

Extent of Testing vs. Female 10-12th Grade Dropouts (GSC 71)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Female Dropouts	0- 9%	73.4	68.7	74.3	70.7
	10-19%	17.7	24.1	20.5	23.5
	20-29%	6.2	4.1	4.3	4.7
	30-39%	2.7	1.3	.3	.8
	40-49%	.1	1.2	.6	.2
	50% or more	.0	.5	.0	.0
		100.1	99.9	100.0	99.9
	Weighted N	5255.6	4651.3	6270.8	5211.1

TABLE 6

Extent of Testing vs. Percentage of Boys in Senior Class Going to College (GSC 72)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
College-Bound Males	0- 9%	28.6	24.3	19.7	16.5
	10-29%	32.4	32.2	36.8	35.2
	30-49%	18.2	21.2	23.4	20.7
	50% or more	20.8	22.2	20.1	27.4
		100.0	99.9	100.0	99.8
	Weighted N	5225.8	4710.6	6227.6	5072.0

TABLE 7

Extent of Testing vs. Percentage of Girls in Senior Class Going to College (GSC 73)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
College-Bound Females	0- 9%	31.8	29.8	20.1	15.4
	10-29%	30.5	36.5	36.8	39.2
	30-49%	21.1	19.7	23.1	23.1
	50% or more	16.7	14.0	20.2	22.3
		100.1	100.0	100.2	100.0
	Weighted N	5325.6	4570.9	6270.8	5129.3

TABLE 8

Extent of Testing vs. Frequency of Student's Expressions of Dissatisfaction Over Low Grades to Counselor (GP 8a)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Student Conferences About Low Grades	Very frequently	9.2	4.2	5.8	8.3
	Frequently	23.6	27.3	31.3	29.2
	Occasionally	48.8	48.1	42.8	45.7
	Very rarely	17.5	18.7	18.0	16.7
	Never	.8	1.7	2.1	.0
		99.9	100.0	100.0	99.9
	Weighted N	2512.9	3594.2	5233.9	4896.3

TABLE 9

Extent of Testing vs. Average Size Class in Science and Math (GSC 9)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Science, Math Class Size	0-11 students	8.9	2.8	4.5	5.5
	12-20 students	34.3	37.0	29.4	23.6
	21-29 students	42.9	43.0	51.4	50.5
	30 or more	13.9	17.2	14.8	20.3
		100.0	100.0	100.1	99.9
	Weighted N	5624.1	4874.3	6390.9	5516.3

TABLE 10

Extent of Testing vs. Average Size Class in Non-science Courses (GSC 10)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
	0-11 students	4.2	1.7	3.1	2.6
Non-science	12-20 students	26.6	21.9	23.9	21.0
Class Size	21-29 students	46.1	52.6	42.0	44.5
	30 or more	22.9	23.8	31.2	31.9
		99.8	100.0	100.2	100.0
	Weighted N	5575.1	4874.3	6390.1	5476.3

TABLE 11

Extent of Testing vs. Areas in Which One or More Teachers Have Attended NSF or NDEA Summer Institutes (GSC 55)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Attendance at Summer Institutes	Sessions on Math only, Science only, Math & Science only	40.1	42.2	42.2	53.3
	Sessions on Counseling and guidance with Math or Science	6.4	12.8	18.6	9.9
	None	53.5	45.1	39.3	36.8
		100.0	100.1	100.1	100.0
	Weighted N	5602.1	4853.4	6279.8	5466.9

TABLE 12

Extent of Testing vs. Percentage of Parents in PTA (GSC 84)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Parents in PTA	0-13% of Parents	30.3	32.6	36.7	35.7
	14-34% of Parents	25.8	26.4	27.0	22.3
	35-62% of Parents	27.4	24.7	25.2	29.1
	63% of Parents or more	6.0	5.2	1.6	3.6
	No PTA	10.7	11.1	9.6	9.3
		100.2	100.0	100.1	100.0
	Weighted N	5394.8	4834.3	6215.4	5294.2

TABLE 13

Extent of Testing vs. School Policy on Reporting Test Results to Parents (GP 13)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Reporting Scores to Parents	No reports given	21.3	11.0	6.4	3.6
	Only interpretations given	52.2	52.0	56.2	47.9
	Scores reported in addition to interpretation	26.5	37.0	37.4	48.5
		100.0	100.0	100.0	100.0
	Weighted N	2471.6	3615.2	5210.0	4929.1

TABLE 14

Extent of Testing vs. Number of Tracks in Grades 9-12 (GSC 40)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Number of Tracks	One track	24.4	20.2	10.6	15.6
	One, with electives	39.4	31.8	33.9	29.9
	Two tracks	12.9	15.0	15.9	15.6
	Three tracks	13.5	19.6	24.1	24.1
	Four tracks or more	9.8	13.4	15.4	14.7
		100.0	100.0	99.9	99.9
	Weighted N	4971.8	4759.1	6137.9	5338.2

TABLE 15

Extent of Testing vs. Homogeneous Grouping into Classes (GSC 39)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Homogeneous Grouping	Yes, all courses	3.5	4.3	5.1	6.5
	Yes, many courses	10.5	21.2	24.4	25.5
	Yes, a few courses	25.0	32.1	35.1	31.2
	No	61.0	42.5	35.5	36.8
		100.0	100.1	100.1	100.0
	Weighted N	5646.4	4855.3	6453.8	5517.5

TABLE 16

Extent of Testing vs. Provision of Special Classes for Low IQ or Mentally Retarded (GSC 13-1)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Low IQ Classes	No	88.6	78.4	71.9	76.0
	Yes	11.4	21.6	28.1	24.0
		100.0	100.0	100.0	100.0
	Weighted N	5011.0	4523.1	5954.2	5337.2

TABLE 17

Extent of Testing vs. Provision of Special Classes for Rapid Learners (GSC 13-5)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Rapid Learner Classes	No	91.2	80.6	76.3	70.7
	Yes	8.8	19.4	23.7	29.3
		100.0	100.0	100.0	100.0
	Weighted N	5011.0	4523.1	5975.9	5337.2

TABLE 18

Extent of Testing vs. Provision of Special Classes for Special Skills or Talents (GSC 13-6)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Special Skill Classes	No	89.9	79.9	78.0	77.9
	Yes	10.1	20.1	22.0	22.1
		100.0	100.0	100.0	100.0
	Weighted N	5011.0	4523.1	5975.9	5337.2

TABLE 19

Extent of Testing vs. Provision of Special Classes for Math Difficulty (GSC 13-7)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Remedial Math Classes	No	84.1	76.9	77.3	77.3
	Yes	15.9	23.1	22.7	22.7
		100.0	100.0	100.0	100.0
	Weighted N	5011.0	4523.1	5975.9	5337.2

TABLE 20

Extent of Testing vs. Provision of Special Classes for Reading Difficulty (GSC 13-8)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Remedial Reading Classes	No	83.4	71.5	67.9	68.5
	Yes	16.6	28.5	32.1	31.5
		100.0	100.0	100.0	100.0
	Weighted N	5011.0	4523.1	5975.9	5337.2

TABLE 21

Extent of Testing vs. Provision of Classes for Speech Difficulty (GSC 13-9)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Remedial Speech Classes	No	90.0	90.4	86.5	90.3
	Yes	10.0	9.6	13.5	9.7
		100.0	100.0	100.0	100.0
	Weighted N	5011.0	4523.1	5975.9	5337.2

TABLE 22

Extent of Testing vs. Provision of Classes for Exceptional Children Made Within Regular Class Groups (GSC 13-10)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Intra Class Ability Grouping	No	72.3	65.5	66.7	56.2
	Yes	27.7	34.5	33.3	43.8
		100.0	100.0	100.0	100.0
	Weighted N	5011.0	4523.1	5975.9	5337.2

TABLE 23

Extent of Testing vs. Integration of All Children Within Classes Regardless of Ability (GSC 13-11)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Classes Integrated Regardless of Ability	No	69.1	66.3	76.7	78.0
	Yes	30.9	33.7	23.3	22.0
		100.0	100.0	100.0	100.0
	Weighted N	5011.0	4523.1	5975.9	5337.2

TABLE 24

Extent of Testing vs. Principal Basis Used to Assign Pupils to Instructional Classes (GSC 19)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Basis for Instructional-Class Assignment	Intelligence or aptitude test scores	1.2	.9	1.0	3.4
	Achievement test scores	1.7	3.1	2.1	1.5
	School marks	12.2	13.5	9.0	10.0
	Judgments of teachers or principal	8.9	5.1	3.8	2.6
	Combination of factors	59.4	64.5	70.9	72.3
	Other	1.3	.0	1.9	3.2
	Assignment is random	15.3	13.0	11.3	7.0
		100.0	100.1	100.0	100.0
	Weighted N	5646.4	4823.3	6433.8	5537.5

TABLE 25

Extent of Testing vs. What Grades in Subjects Represent (GSC 17)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
What Grades Represent	Primarily level of subject matter achievement	53.1	52.6	49.1	53.9
	Primarily level of achievement relative to other classmates	20.3	24.9	20.6	16.9
	Primarily achievement relative to ability	22.2	15.2	20.4	18.6
	Separate grades for achievement and achievement relative to ability are given	1.9	3.8	5.4	5.3
	Separate grades for achievement and achievement relative to classmates are given	1.4	1.7	2.2	2.3
	Other	1.2	1.7	2.3	2.9
		100.1	99.9	100.0	99.9
	Weighted N	5561.9	4814.0	6186.9	5411.1

TABLE 26

Extent of Testing vs. Availability of Advanced Curricula in All Courses for Students Classified as Generally Superior (GSC 15-1)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Accelerated Curricula for Generally Superior Students	No	97.2	95.6	94.2	88.3
	Yes	2.8	4.4	5.8	11.7
		100.0	100.0	100.0	100.0
	Weighted N	5581.8	4854.7	6416.9	5425.5

TABLE 27

Extent of Testing vs. Availability of Advanced Curricula in Any Courses for Students Classified as Superior in that Course Area (GSC 15-2)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Accelerated Curricula for Students Superior in One Course	No	96.6	93.6	92.4	89.2
	Yes	3.4	6.4	7.6	10.8
		100.0	100.0	100.0	100.0
	Weighted N	5581.8	4854.7	6416.9	5425.5

TABLE 28

Extent of Testing vs. Availability of Accelerated Science Courses for "Superior" Students in Science (GSC 15-3)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Accelerated Science	No	93.4	81.5	75.2	71.2
	Yes	6.6	18.5	24.8	28.8
		100.0	100.0	100.0	100.0
	Weighted N	5581.8	4854.7	6416.9	5425.5

TABLE 29

Extent of Testing vs. Availability of Accelerated Math Courses for "Superior" Students in Mathematics (GSC 15-4)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Accelerated Mathematics	No	87.4	68.6	65.1	59.2
	Yes	12.6	31.4	34.9	40.8
		100.0	100.0	100.0	100.0
	Weighted N	5581.8	4854.7	6416.9	5425.5

TABLE 30

Extent of Testing vs. Availability of Accelerated Language Courses for "Superior" Students in Language (GSC 15-5)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Accelerated Languages	No	95.7	91.5	88.5	82.8
	Yes	4.3	8.5	11.5	17.2
		100.0	100.0	100.0	100.0
	Weighted N	5581.8	4854.7	6416.9	5425.5

TABLE 31

Extent of Testing vs. Availability of Accelerated "Other" Courses for Students who are "Superior" in that Course Area (GSC 15-6)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
"Other" Accelerated Courses	No	97.2	89.8	87.0	84.0
	Yes	2.8	10.2	13.0	16.0
		100.0	100.0	100.0	100.0
	Weighted N	5581.8	4854.7	6396.2	5425.5

TABLE 32

Extent of Testing vs. Availability of Any Accelerated Curricula for Superior Students (GSC 15-7)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Availability of Accelerated Curricula	Available	17.5	37.9	45.2	52.7
	Not Available	82.5	62.1	54.8	47.3
		100.0	100.0	100.0	100.0
	Weighted N	5578.8	4854.7	6396.2	5425.5

TABLE 33

Extent of Testing vs. School Policy on Acceleration of Bright Students (GSC 41)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Policy on Acceleration	Bright children may graduate in less than normal time through summer courses	4.1	4.6	8.9	7.4
	Bright children may graduate in less than normal time by taking more than minimal amount of courses during school year	11.0	10.6	10.7	10.4
	Bright children may graduate in less than normal time through examinations for credit in courses not taken	.0	.4	.7	.4
	No acceleration is permitted	76.0	75.2	69.6	70.0
	Other	8.9	9.1	10.1	11.8
		100.0	99.9	100.0	100.0
	Weighted N	5646.4	4854.0	6453.8	5537.5

TABLE 34

Extent of Testing vs. Extent Test Results Used for Diagnosing Learning Difficulties (GP 26-a)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Diagnosing Learning Difficulties	Very frequently	10.7	20.4	31.4	39.4
	Frequently	33.7	37.6	37.9	38.9
	Occasionally	41.4	34.0	28.1	21.3
	Never	14.2	7.9	2.6	.4
		100.0	99.9	100.0	100.0
	Weighted N	4595.9	4736.2	6453.8	5516.2

TABLE 35

Extent of Testing vs. Extent Test Results Used for Diagnosing Personality Difficulties (GP 26-b)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Diagnosing Personality Difficulties	Very frequently	2.0	5.0	4.6	11.9
	Frequently	14.0	19.4	22.0	29.3
	Occasionally	43.8	40.1	52.5	46.6
	Never	40.2	35.5	20.9	12.3
		100.0	100.0	100.0	100.1
	Weighted N	4356.1	4672.9	6209.7	5359.6

TABLE 36

Extent of Testing vs. Extent Test Results Used for Advising on Choice of Specific Curriculum (GP 26-c)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Advising Curriculum Choice	Very frequently	14.4	28.8	38.3	41.9
	Frequently	28.6	39.5	35.5	37.6
	Occasionally	29.5	19.5	17.2	14.9
	Never	27.5	12.2	9.0	5.5
		100.0	100.0	100.0	99.9
	Weighted N	4422.3	4751.4	6253.0	5516.2

TABLE 37

Extent of Testing vs. Extent Test Results Used for Advising on Choice of Specific Subjects (GP 26-d)

(Percent in Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Advising Subject Choice	Very frequently	14.5	31.6	36.1	45.4
	Frequently	29.5	30.7	36.8	33.9
	Occasionally	28.8	28.0	19.6	16.2
	Never	27.2	9.6	7.5	4.4
		100.0	99.9	100.0	99.9
	Weighted N	4396.9	4751.4	6236.7	5537.5

TABLE 38

Extent of Testing vs. Extent Test Results Used to Diagnose Scholastic Problems (e.g., Underachievers) (GP 26-e)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Diagnose Scholastic Problems	Very frequently	13.5	24.7	33.9	37.9
	Frequently	25.3	33.1	35.9	36.6
	Occasionally	40.1	33.7	23.0	22.0
	Never	21.1	8.5	7.2	3.5
		100.0	100.0	100.0	100.0
	Weighted N	4350.0	4764.5	6254.7	5446.2

TABLE 39

Extent of Testing vs. Extent Test Results Used to Counsel Potential High School Dropouts (GP 26-f)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Counseling Potential Dropouts	Very frequently	3.9	9.9	12.8	18.2
	Frequently	12.5	18.6	28.2	22.8
	Occasionally	37.4	48.3	39.4	43.8
	Never	46.2	23.2	19.6	15.2
		100.0	100.0	100.0	100.0
	Weighted N	4386.3	4693.4	6221.6	5448.9

TABLE 40

Extent of Testing vs. Extent Test Results Used to Recommend Transfer to Special-Ability Schools (GP 26-g)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Recommending Transfer to Special Schools	Very frequently	1.5	1.7	4.1	7.8
	Frequently	5.8	7.5	9.0	13.6
	Occasionally	28.1	24.3	26.9	31.9
	Never	64.5	66.5	60.0	46.7
		99.9	100.0	100.0	100.0
	Weighted N	4315.5	4616.9	6185.1	5347.9

TABLE 41

Extent of Testing vs. Extent Test Results Used to Aid in Placing Students in Jobs (GP 26-h)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Occupational Placement	Very frequently	5.3	9.7	7.1	12.6
	Frequently	20.8	20.2	26.8	25.2
	Occasionally	36.9	44.8	40.7	47.4
	Never	36.9	25.4	25.4	14.8
		99.9	100.1	100.0	100.0
	Weighted N	4376.9	4703.2	6250.3	5419.2

TABLE 42

Extent of Testing vs. Extent Test Results Used to Aid in Recommending Students for Jobs (GP 26-i)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
	Very frequently	5.3	9.7	7.1	12.6
Recommending Students for Jobs	Frequently	20.8	20.2	26.8	25.2
	Occasionally	36.9	44.8	40.7	47.4
	Never	36.9	25.4	25.4	14.8
		99.9	100.1	100.0	100.0
	Weighted N	4376.9	4703.2	6250.3	5419.2

TABLE 43

Extent of Testing vs. Extent Test Results Used to Recommend Transfer to School for Mental Defectives (GP 26-j)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
	Very frequently	.5	8.0	2.2	5.9
Recommending Transfer to School for Mental Defectives	Frequently	.5	1.8	4.3	5.5
	Occasionally	29.8	26.0	30.8	39.1
	Never	69.2	64.1	62.7	49.5
		100.0	99.9	100.0	100.0
	Weighted N	4228.9	4679.1	6049.1	5347.9

TABLE 44

Extent of Testing vs. Extent Test Results Used to Provide Information to Professional Workers on Student's Welfare (GP 26-k)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Information on Student Welfare	Very frequently	2.7	5.6	8.2	9.0
	Frequently	10.7	16.8	20.3	24.5
	Occasionally	48.3	52.5	45.1	52.2
	Never	38.4	25.1	26.4	14.3
		100.1	100.0	100.0	100.0
	Weighted N	4292.3	4681.9	6235.9	5347.9

TABLE 45

Extent of Testing vs. Extent Test Results Used to Show Student's Potentiality for College (GP 26-1)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Show College Potential	Very frequently	26.5	45.0	55.2	53.3
	Frequently	38.4	44.1	34.2	38.9
	Occasionally	27.2	10.5	8.4	7.0
	Never	8.0	.4	2.2	.8
		100.1	100.0	100.0	100.0
	Weighted N	4515.5	4853.0	6406.5	5537.5

TABLE 46

Extent of Testing vs. Extent Test Scores Used to Counsel Students on Choice of College Curriculum (GP 26-m)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Choice on College Curriculum	Very frequently	18.3	39.2	41.7	45.6
	Frequently	33.5	41.9	40.4	42.5
	Occasionally	31.6	16.8	14.0	10.4
	Never	16.6	2.1	3.9	1.5
		100.0	100.0	100.0	100.0
	Weighted N	4331.0	4717.9	6332.6	5480.4

TABLE 47

Extent of Testing vs. Extent Test Scores Used to Provide Information on Occupational Potential (GP 26-n)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Information on Occupational Potential	Very frequently	13.6	31.2	34.4	40.0
	Frequently	32.1	39.8	38.2	39.8
	Occasionally	39.2	23.8	23.5	17.9
	Never	15.0	5.1	3.9	2.3
		99.9	99.9	100.0	100.0
	Weighted N	4337.0	4771.7	6353.3	5496.9

TABLE 48

Extent of Testing vs. Extent Test Scores Used to Provide Information on Personality and Adjustment (GP 26-o)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
	Very frequently	4.5	5.4	9.3	9.3
Information on Student Adjustment	Frequently	11.2	16.2	18.0	24.0
	Occasionally	40.9	52.1	49.8	52.2
	Never	43.3	26.3	22.9	14.5
		99.9	100.0	100.0	100.0
	Weighted N	4170.2	4712.5	6157.4	5399.2

TABLE 49

Extent of Testing vs. Extent Test Scores Used to Aid in Interpreting Student's Needs to Teachers (GP 26-p)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
	Very frequently	8.4	14.8	23.7	30.1
Interpreting Student Needs	Frequently	35.6	45.7	49.5	47.7
	Occasionally	44.7	31.4	23.8	19.6
	Never	11.2	8.1	3.0	2.6
		99.9	100.0	100.0	100.0
	Weighted N	4390.0	4751.6	6370.7	5517.5

TABLE 50

Extent of Testing vs. Extent Test Results Used to Provide Information to Prospective Employers on Student (GP 26-q)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Information for Prospective Employers	Very frequently	5.2	6.9	6.8	13.2
	Frequently	17.8	26.0	25.2	21.7
	Occasionally	44.0	47.5	49.4	55.7
	Never	32.9	19.6	18.7	9.5
		99.9	100.0	100.1	100.1
	Weighted N	4236.5	4714.6	6134.6	5425.6

TABLE 51

Extent of Testing vs. Extent Test Results Used to Provide Information to College or Other Institutions (GP 26-r)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Information for Colleges	Very frequently	20.4	35.4	41.7	38.8
	Frequently	28.6	33.3	36.1	41.7
	Occasionally	35.8	24.4	16.4	17.3
	Never	15.1	6.8	5.8	2.1
		99.9	99.9	100.0	99.9
	Weighted N	4182.5	4769.3	6338.1	5537.5

TABLE 52

Extent of Testing vs. Extent Test Results Used to Provide Information to Scholarship Granting Agencies (GP 26-s)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Information for Scholarship Agencies	Very frequently	12.8	26.8	32.6	36.5
	Frequently	27.2	41.3	41.0	38.0
	Occasionally	35.1	26.3	19.9	23.0
	Never	25.0	5.5	6.6	2.5
		100.1	99.9	100.1	100.0
	Weighted N	4278.5	4833.0	6297.2	5439.1

TABLE 53

Extent of Testing vs. Extent Test Results Used to Provide Information to Student for Self-Appraisal (GP 26-t)

(Percent of Schools)

		Extent of Testing			
		Low testing	2nd Quartile	3rd Quartile	High testing
Information for Student Self-Appraisal	Very frequently	11.6	25.0	39.9	40.3
	Frequently	38.8	44.2	32.6	34.7
	Occasionally	32.1	26.3	21.4	23.0
	Never	17.5	4.5	6.0	1.9
		100.0	100.0	99.9	99.9
	Weighted N	4208.5	4680.7	6240.4	5480.4

TABLE 54

Policy of Reporting Test Scores to Parents vs. Incidence of Parent - Counselor Conferences on Request of Parent (GP 10-a)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Parental Request for Conference	Conferences are not held under these circumstances	2.7	2.1	.0
	Conferences are held routinely	61.4	70.9	28.4
	Conferences are held for special problems only	35.9	27.0	71.6
		100.0	100.0	100.0
	Weighted N	9702.8	6234.7	172.3

TABLE 55

Policy of Reporting Test Scores to Parents vs. Incidence of Parent - Counselor Conferences on Request of Student (GP 10-b)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Student Request for Conference	Conferences are not held under these circumstances	4.7	2.5	13.1
	Conferences are held routinely	59.4	68.7	32.2
	Conferences are held for special problems only	35.9	28.9	54.7
		100.0	100.1	100.0
	Weighted N	9524.8	6167.6	152.3

TABLE 56

Policy of Reporting Test Scores to Parents vs. Incidence of Parent - Counselor Conferences on Request of Teacher (GP 10-c)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Teacher Request for Conference	Conferences are not held under these circumstances	3.7	1.1	.0
	Conferences are held routinely	57.4	66.2	17.7
	Conferences are held for special problems only	38.9	32.7	82.3
		100.0	100.0	100.0
	Weighted N	9623.9	6211.5	152.3

TABLE 57

Policy of Reporting Test Scores to Parents vs. Incidence of Parent - Counselor Conferences on Request of Counselor (GP 10-d)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Counselor Request for Conference	Conferences are not held under these circumstances	3.7	1.8	.0
	Conferences are held routinely	56.1	64.3	32.2
	Conferences are held for special problems only	40.2	33.9	67.8
		100.0	100.0	100.0
	Weighted N	9642.2	6257.6	152.3

TABLE 58

Policy of Reporting Test Scores to Parents vs. Frequency of Student Expressions of Dissatisfaction over Low Grades to Counselor (GP 8a)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Student Conferences About Low Grades	Very frequently	6.2	7.8	.0
	Frequently	28.9	28.1	27.9
	Occasionally	45.5	46.5	48.1
	Very rarely	18.1	16.6	24.0
	Never	1.4	1.0	.0
		100.1	100.0	100.0
	Weighted N	9854.4	6212.6	172.3

TABLE 59

Policy of Reporting Test Scores to Parents vs. Areas in which One or More Teachers have Attended NSF or NDEA Summer Institutes (GSC 55)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Attendance at Summer Institutes	Sessions on Mathematics only, Science only, or both	42.5	55.7	35.9
	Sessions on Counseling and Guidance with Mathematics or Science	14.9	17.3	2.4
	None of these	42.5	27.1	61.7
		99.9	100.1	100.0
	Weighted N	9809.4	6207.7	6187.1

TABLE 60

Policy of Reporting Test Scores to Parents vs. Percentage of Parents in PTA (GSC 84)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Parents in PTA	0-13%	34.8	31.1	35.3
	14-34%	28.7	24.5	21.8
	35-62%	23.6	30.5	27.1
	63% or more	2.4	4.4	6.0
	No PTA	10.6	9.7	9.8
		100.1	100.2	100.0
	Weighted N	9531.0	6060.3	6149.4

TABLE 61

Policy of Reporting Test Scores to Parents vs. Number of Tracks in Grades 9-12 (GSC 40)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Number of Tracks	One track	15.8	15.1	21.9
	One with electives	30.7	29.9	42.7
	Two	17.0	14.3	12.6
	Three	23.3	21.7	15.2
	Four or more	13.2	19.1	7.6
		100.0	100.1	100.0
	Weighted N	9359.7	6100.5	5748.8

TABLE 62

Policy of Reporting Test Scores to Parents vs. Availability of Homogeneous Grouping in Grades 9-12 (GSC 39)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Homogeneous Grouping	Yes, all courses	5.3	3.8	5.5
	Yes, many courses	21.0	27.8	12.2
	Yes, a few courses	32.6	35.4	23.5
	No	41.1	32.9	58.7
		100.0	99.9	99.9
	Weighted N	9876.0	6311.9	6287.1

TABLE 63

Policy of Reporting Test Scores to Parents vs. Homogeneous Grouping Index[4]
(GSC 13, 15, 39, 40)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Homogeneous Grouping Index	12 Low Grouping	19.6	14.2	43.2
	13	20.9	22.5	23.2
	14	21.0	19.6	20.0
	15	12.7	14.7	8.9
	16	9.9	13.5	1.7
	17	7.1	5.2	1.4
	18	4.4	6.6	.9
	19-26 High Grouping	4.2	3.7	.7
		99.8	100.0	100.0
	Weighted N	9896.0	6331.9	6287.1

[4] Homogeneous Grouping Index. This index was constructed by obtaining the simple sum of weighted responses to each of the following items:

General School Characteristics Questionnaire No's 13, 15, 39 and 40. Weights were calculated as follows:

GSC 13 ("For which of the following special groups does your school provide special separate classes - grades 9, 10, 11, or 12 - ?"), subsections 1-9:
Class not provided, or no response = 1
Class provided = 2
GSC 15 ("Does your school provide an accelerated curriculum for superior grades 9-12 students?"):
subsection 7, curriculum not available, or no response = 1
subsections 1-6, curricula available = 2
GSC 39 ("Does your school have homogeneous grouping of students into classes, to take care of different ability levels - grades 9-12 - ?"):
No or no response = 1
Yes = 2
GSC 40 ("How many tracks does your school have in grades 9-12?"):
One track, one track with electives or no response = 1
Two or more tracks = 2

Total number of items = 12. Range = 12 - 26.
See Appendix H for a full listing of the classes or curricula given in the above-mentioned subsections.

TABLE 64

Policy of Reporting Test Scores to Parents vs. What Grades in Subject Represent (GSC 17)

(Percent of Schools)

What Grades Represent	Reporting of Scores: Scores are not reported or interpreted only	Reporting of Scores: Scores are both reported and interpreted	Reporting of Scores: No Response
Primarily level of subject matter achievement	53.5	54.0	48.1
Primarily level of achievement relative to other classmates	18.6	19.5	24.7
Primarily achievement relative to ability	18.0	17.5	22.8
Separate grades for achievement and achievement relative to ability are given	5.8	4.3	1.2
Separate grades for achievement and achievement relative to classmates are given	1.6	2.7	1.6
Other	2.4	2.0	1.5
	99.9	100.0	99.9
Weighted N	9688.1	6177.1	6110.7

TABLE 65

Policy of Reporting Test Scores to Parents vs. Policy on Acceleration of Bright Students (GSC 41)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Policy on Acceleration	Bright students graduate in less than normal time through summer courses	6.8	7.3	4.9
	Bright students graduate in less than normal time through extra courses in school year	11.0	9.0	11.9
	Bright students graduate in less than normal time through examinations for credit in courses not taken	.2	.7	.3
	No acceleration is permitted	72.8	72.2	72.1
	Other	9.2	10.8	10.7
		100.0	100.0	99.9
	Weighted N	9896.0	6331.9	6265.8

TABLE 66

Policy of Reporting Test Scores to Parents vs. Extent of Testing

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Extent of Testing	Low Testing 23 - 33	22.9	15.7	57.0
	34 - 44	63.6	64.1	40.0
	45 - 55	12.3	20.1	2.9
	High Testing 56 - 67	1.1	.3	.0
		99.9	100.2	99.9
	Weighted N	9896.0	6331.9	6287.1

TABLE 67

Policy of Reporting Test Scores to Parents vs. Purposes of Testing Index[5] (GP 25-26)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Purposes of Testing	Few uses 32 - 39	9.6	2.9	35.9
	40 - 47	27.2	20.7	37.4
	48 - 55	48.0	54.8	23.1
	Many uses 56 - 64	15.4	21.8	3.4
		100.2	100.2	99.8
	Weighted N	9896.0	6331.9	6287.1

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[5] Purposes of Testing Index. This index was constructed by obtaining the simple sum of weighted responses to each of the following items:

Guidance Program Questionnaire No's 25 and 26. Weights were calculated as follows:

GP 25 ("For which of the following purposes are test or inventory results used in your school?") subsections a-l
No or no response = 1
Yes = 2

GP 26 ("To what extent are test or inventory results used for each of these purposes?")
Occasionally, never, or no response = 1
Very frequently or frequently = 2

Total number of items = 32. Range = 32 - 64.
See Appendix H for a full listing of the purposes given in the above-mentioned subsections.

TABLE 68

Policy of Reporting Test Scores to Parents vs. Purposes of Testing Index Subscore: Evaluation of School Characteristics[6] (GP 25)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Evaluation of School Characteristics	5 Infrequent Use of tests	6.5	2.5	20.9
	6	4.9	4.6	11.7
	7	12.4	8.4	9.4
	8	16.1	13.8	13.9
	9	24.0	26.7	26.0
	10 Frequent Use of tests	36.1	44.0	18.1
		100.0	100.0	100.0
	Weighted N	9896.0	6331.9	6287.1

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[6] Purposes of Testing Index subscore "Evaluation".
This subscore was constructed identically with the Purposes of Testing Index, using only the following items:

GP 25, subsections f-j

Total number of items = 5. Range = 5 - 10.

TABLE 69

Policy of Reporting Test Scores to Parents vs. Purposes of Testing Index Subscore: Advise Students on Choice of School Curriculum[7] (GP 25, 26)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
	5 Infrequent Use of tests	12.6	10.7	42.0
	6	10.8	4.0	14.2
Choice of	7	12.0	16.4	13.3
School	8	30.3	22.9	18.7
Curriculum	9	17.7	25.3	7.7
	10 Frequent Use of tests	16.7	20.6	4.1
		100.1	99.9	100.0
	Weighted N	9896.0	6331.9	6287.1

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[7] Purposes of Testing Index subscore "School Curriculum".
This subscore was constructed identically with the Purposes of Testing Index, using only the following items:

GP 25, subsections b, c, d
GP 26, subsections c, d

Total number of items = 5. Range = 5 - 10.

TABLE 70

Policy of Reporting Scores to Parents vs. Purposes of Testing Index Subscore: Pre-college Advice for Students[8] (GP 26)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
	4 Infrequent Use of tests	10.6	4.5	35.3
Pre-college Advice for Students	5	6.5	2.9	7.0
	6	12.3	8.1	15.2
	7	16.8	19.4	18.9
	8 Frequent Use of tests	53.8	65.1	23.7
		100.0	100.0	100.1
	Weighted N	9896.0	6331.9	6287.1

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[8] Purposes of Testing Index subscore "Pre-college". This subscore was constructed identically with the Purposes of Testing Index, using the following items:

GP 26, subsections l, m, r, s

Total number of items = 4. Range = 4 - 8.

TABLE 71

Policy of Reporting Test Scores to Parents vs. Combined Index of Extent of Testing and Purposes of Testing[9]

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Extent of Testing - Purposes of Testing	Low Testing Few uses 133 - 181	11.9	4.9	46.1
	182 - 230	65.5	58.6	49.1
	231 - 279	20.4	35.6	4.1
	High Testing Many uses 280 - 329	.7	.3	.0
		99.5	99.4	99.3
	Weighted N	9896.0	6331.9	6287.1

[9] Combined Index of Extent of Testing Index and Purposes of Testing Index. This index was constructed by obtaining the sum of the two indices above, weighted as follows:

Extent of Testing:	Total score weighted by 3
Purposes of Testing:	Total score weighted by 2

These weights roughly equate for the difference in the number of items in each scale. Range = 133 - 329.

TABLE 72

Policy of Reporting Test Scores to Parents vs. Using Tests to Better Student Self-Understanding (GP 25-k)

(Percent of Schools)

		Reporting of Scores		
		Scores are not reported or interpreted only	Scores are both reported and interpreted	No Response
Better Student Self-Understanding	Yes	8.1	3.2	23.6
	No	91.9	96.8	76.4
		100.0	100.0	100.0
	Weighted N	9324.3	6164.6	5199.7

APPENDIX A

The Student Questionnaire

CONSEQUENCES OF ABILITY TESTING IN SCHOOLS

STUDENTS QUESTIONNAIRE

Directions for the Students Questionnaire: The questions in this booklet are about your experiences with ability and achievement tests and your opinions about them. This is not a test and there are no right or wrong answers. Answer each question as it applies to you, but do not spend too much time on any one question. You should have enough time to answer all the questions if you move along steadily.

Your answers will not affect your grades in school. *All answers are strictly confidential.*

Mark only one answer for each question. Mark your answers by blackening the oval on your answer sheet that corresponds to your answer on the questionnaire.

University of Pittsburgh
Russell Sage Foundation
1964

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SECTION I

Directions: Blacken the space on your separate answer sheet that corresponds to the number and letter of each of your responses to the questions. Mark the answer sheet neatly and carefully. Work as rapidly as you can without making careless mistakes.

1. How old are you?

A. 13
B. 14
C. 15
D. 16
E. 17
F. 18 or older

2. Your sex

A. Male
B. Female

3. What grade are you in now?

A. 9th
B. 10th
C. 11th
D. 12th

4. What do you plan to do next after high school?

A. Get further vocational or technical training.
B. Attend college or junior college.
C. Work.
D. Enter the military service.
E. Attend secretarial school or nursing school.
F. I do not know.

5. How long have you attended your current high school?

A. 4 years or more
B. 3 years
C. 2 years
D. 1 year
E. Less than 1 year

6. How many times have you changed schools since you first started school?

A. Once
B. Twice
C. Three times
D. Four times
E. Five times
F. Six or more times

7. Religious background

A. I prefer not to answer this question.
B. Protestant
C. Catholic
D. Jewish
E. Other

8. Race

A. I prefer not to answer this question.
B. White
C. Negro
D. Oriental
E. Other

Following are some questions about your parents. If they are deceased, separated, or divorced, please answer all questions about parents with reference to the one or ones you have lived with for the longest period of time, whether they are your own parents, stepparents, or foster parents.

9. Is your own father living?

A. Yes
B. No

10. Is your own mother living?

A. Yes
B. No

11. Are your own parents either divorced or separated?

A. Yes
B. No

12. If they are either separated or divorced, with which parent do you live?

A. They are not separated or divorced.
B. Mother
C. Father
D. Neither

13. How old is your father?

A. Under 35
B. 35 to 45
C. 46 to 50
D. 51 to 60
E. Over 61
F. He is dead.

14. How old is your mother?

A. Under 35
B. 35 to 45
C. 46 to 50
D. 51 to 60
E. Over 61
F. She is dead.

15. If you were asked to use one of these four names for your social class, which would you say your family belonged in: middle class, lower class, working class, or upper class?

A. Middle
B. Lower
C. Working
D. Upper
E. I do not know.

16. Were you born in the United States?

A. Yes
B. No

17. Were your parents born in the United States?

A. Yes, both were.
B. Only my mother was.
C. Only my father was.
D. Neither parent was.

18. Were your paternal grandparents born in the United States?

A. Yes, both were.
B. Only my grandmother was.
C. Only my grandfather was.
D. Neither grandparent was.
E. I do not know.

19. Were your maternal grandparents born in the United States?

A. Yes, both were.
B. Only my grandmother was.
C. Only my grandfather was.
D. Neither grandparent was.
E. I do not know.

20. What is the last grade your father completed in school?

A. 0-6 years
B. 7-11 years
C. 12 years (high-school graduate)
D. 13 to 15 years (some college)
E. 16 years (college graduate)
F. 17 years or more (graduate or professional school)

21. What is the last grade your mother completed in school?

A. 0-6 years
B. 7-11 years
C. 12 years (high-school graduate)
D. 13 to 15 years (some college)
E. 16 years (college graduate)
F. 17 years or more (graduate or professional school)

22. How many books are there in your home?

A. None, or very few (0-10)
B. A few books (11-25)
C. One bookcase full (26-100)
D. Two bookcases full (101-250)
E. Three or four bookcases full (251-500)
F. A room full—a library (501 or more)

23. On the average, how many hours do you study each week? Include study periods in school as well as studying done at home.

A. None
B. About 1-4 hours per week
C. About 5-9 hours per week
D. About 10-14 hours per week
E. About 15-19 hours per week
F. About 20 or more hours per week

SECTION II

24. How do you think you now compare with your father in intelligence?

A. I am much higher than he is.
B. I am somewhat higher than he is.
C. I am about the same as he is.
D. I am somewhat lower than he is.
E. I am much lower than he is.
F. I do not know how I compare with him, or the question does not apply.

25. How do you think you will compare with him in intelligence in 10 years?

A. I will be much higher than he will.
B. I will be somewhat higher than he will.
C. I will be about the same as he will.
D. I will be somewhat lower than he will.
E. I will be much lower than he will.
F. I do not know how I will compare with him, or the question does not apply.

26. How do you think you now compare with your mother in intelligence?

A. I am much higher than she is.
B. I am somewhat higher than she is.
C. I am about the same as she is.
D. I am somewhat lower than she is.
E. I am much lower than she is.
F. I don't know how I compare with her, or the *question does not apply.*

27. How do you think you will compare with her in intelligence in 10 years?

A. I will be much higher than she will.
B. I will be somewhat higher than she will.
C. I will be about the same as she will.
D. I will be somewhat lower than she will.
E. I will be much lower than she will.
F. I do not know how I will compare with her, or the question does not apply.

Please use the following scale in answering items 28-36.

A. I am much above average.
B. I am somewhat above average.
C. I am about average.
D. I am somewhat below average.
E. I am much below average.

On your separate answer sheet, blacken the letter corresponding to the statement in the scale above that best indicates how you compare with all students in your grade in each one of the following.

28. Health

29. Intelligence

30. School marks

31. Popularity

32. Prestige in school

33. Drive to get ahead

34. Creativity and imagination

35. Physical attractiveness

36. Athletic ability

A

Please use the following scale in answering Items 37-45.

A. Extremely important
B. Important
C. Somewhat important
D. Unimportant
E. Very unimportant

On your separate answer sheet, blacken the letter corresponding to the statement in the scale above that best indicates how important you think it is to have each one of the following.

37. Good health

38. Intelligence

39. Good marks

40. Popularity

41. Prestige in school

42. Drive to get ahead

43. Creativity and imagination

44. Physical attractiveness

45. Athletic ability

46. Do you know how intelligent you are?

A. I am very certain of how intelligent I am.
B. I am fairly certain.
C. I have only a rough idea.
D. I have thought about it, but I don't know.
E. I have never thought about it.

47. Have you ever discussed the results of an intelligence test with your parents?

A. Yes, frequently.
B. Yes, occasionally.
C. Yes, once or twice.
D. No, never.

48. Do your parents understand what intelligence-test scores mean?

A. Yes, both parents.
B. Father only
C. Mother only
D. Neither
E. They understand if the scores are explained to them.
F. I do not know.

49. Including yourself, how many children are there in your family? (Only include step and half brothers and sisters if you have regularly lived with them.)

A. 2 children
B. 3 children
C. 4 children
D. 5 children
E. I am an only child.
F. There are more than 5 children in my family.

If your answer to this question was either E or F, skip to question 61.

If your answer was A, B, C, or D, go on to question 50.

50. What child are you in your family?

A. The oldest
B. The second oldest
C. The third oldest
D. The fourth oldest
E. The fifth oldest

Be sure to include yourself in answering the following questions about your family.

51. What is the oldest child in your family?

A. A girl
B. A boy

52. What is the second oldest child in your family?

A. A girl
B. A boy
C. There are less than two children.

53. What is the third oldest child in your family?

A. A girl
B. A boy
C. There are less than three children.

54. What is the fourth oldest child in your family?

A. A girl
B. A boy
C. There are less than four children.

55. What is the fifth oldest child in your family?

A. A girl
B. A boy
C. There are less than five children.

56. If you ask how the oldest child in my family compares with me in intelligence, I must say that

A. he is more intelligent than I am.
B. we are the same in intelligence.
C. I am more intelligent than he is.
D. I don't know.
E. I am the oldest child.

57. If you ask how the second oldest child in my family compares with me in intelligence, I must say that

A. he is more intelligent than I am.
B. we are the same in intelligence.
C. I am more intelligent than he is.
D. I don't know.
E. I am the second oldest child.

58. If you ask how the third oldest child in my family compares with me in intelligence, I must say that

A. he is more intelligent than I am.
B. we are the same in intelligence.
C. I am more intelligent than he is.
D. I don't know.
E. I am the third oldest child.
F. there are less than three children in our family.

59. If you ask how the fourth oldest child in my family compares with me in intelligence, I must say that

A. he is more intelligent than I am.
B. we are the same in intelligence.
C. I am more intelligent than he is.
D. I don't know.
E. I am the fourth oldest child.
F. there are less than four children in our family.

60. If you ask how the fifth oldest child in my family compares with me in intelligence, I must say that

A. he is more intelligent than I am.
B. we are the same in intelligence.
C. I am more intelligent than he is.
D. I don't know.
E. I am the fifth oldest child.
F. there are less than five children in our family.

61. Which of the following best expresses your opinion about the accuracy of intelligence tests?

A. Tests are very accurate.
B. Tests are somewhat accurate.
C. Tests are somewhat inaccurate.
D. Tests are very inaccurate.
E. I have no opinion about this.

62. Which of the following best describes your belief about whether an individual's intelligence changes?

A. Intelligence is more or less fixed at birth and does not change with age.
B. Intelligence continues to increase as long as one lives.
C. Intelligence increases only through young adulthood.
D. Intelligence increases only through adolescence.
E. Intelligence increases only through childhood.
F. I have no opinion.

Do you believe it is possible to raise one's intelligence-test score significantly by

	Yes	No
63. studying?	A	B
64. getting a balanced diet?	A	B
65. getting proper sleep?	A	B
66. associating with more intellectual friends?	A	B
67. watching television?	A	B

68. Given the best conditions of diet, education, intellectual stimulation, etc., it is possible for an average person to raise his intelligence-test score at the most by

A. almost nothing.
B. about ten per cent.
C. about twenty per cent.
D. twenty-five to fifty per cent.
E. more than fifty per cent.
F. a per cent I do not know.

69. How sure are you of your answer to this last question?

A. Very sure
B. More sure than unsure
C. More unsure than sure
D. Very unsure

SECTION III

70. Do you and your close friends agree on how intelligent your classmates are?

A. We almost always agree.
B. We usually agree.
C. We sometimes agree, sometimes disagree.
D. We usually disagree.
E. We never discuss it.
F. I do not know.

71. Do you think that your school marks accurately reflect your real intelligence?

A. No, my school marks are much lower than my real intelligence.
B. No, my school marks are slightly lower.
C. Yes, my school marks accurately reflect my real intelligence.
D. No, my school marks are slightly higher.
E. No, my school marks are much higher.
F. I don't know whether my school marks accurately reflect my real intelligence.

72. Do you think that your father's estimate of your intelligence is accurate?

A. No, my father's estimate of my intelligence is much lower than my real intelligence.
B. No, my father's estimate is slightly lower.
C. Yes, my father's estimate accurately reflects my real intelligence.
D. No, my father's estimate is slightly higher.
E. No, my father's estimate is much higher.
F. I don't know what he thinks.

73. Do you think that your mother's estimate of your intelligence is accurate?

A. No, my mother's estimate of my intelligence is much lower than my real intelligence.
B. No, my mother's real estimate is slightly lower.
C. Yes, my mother's estimate accurately reflects my real intelligence.
D. No, my mother's estimate is slightly higher.
E. No, my mother's estimate is much higher.
F. I don't know what she thinks.

A

74. Do you think that your friends' estimates of your intelligence are accurate?

A. No, my friends' estimates of my intelligence are much lower than my real intelligence.
B. No, my friends' estimates are slightly lower.
C. Yes, my friends' estimates accurately reflect my real intelligence.
D. No, my friends' estimates are slightly higher.
E. No, my friends' estimates are much higher.
F. I don't know what they think.

75. Do you think that your teachers' estimates of your intelligence are accurate?

A. No, my teachers' estimates of my intelligence are much lower than my real intelligence.
B. No, my teachers' estimates are slightly lower.
C. Yes, my teachers' estimates accurately reflect my real intelligence.
D. No, my teachers' estimates are slightly higher.
E. No, my teachers' estimates are much higher.
F. I don't know what they think.

76. Do you think that your guidance counselor's estimate of your intelligence is accurate?

A. No, my guidance counselor's estimate of my intelligence is much lower than my real intelligence.
B. No, my guidance counselor's estimate is slightly lower.
C. Yes, my guidance counselor's estimate accurately reflects my real intelligence.
D. No, my guidance counselor's estimate is slightly higher.
E. No, my guidance counselor's estimate is much higher.
F. I don't know what he thinks or I have no guidance counselor.

SECTION IV

Directions. Following are 35 numbered statements that some people have used to describe themselves. Please blacken on your separate answer sheet the space that represents the letter or letters corresponding to the way you think each statement describes you. Put down your first reaction to each statement and go on to the next.

	Very True	True	False	Very False
77. I'm really quite different from what other people think.	VT	T	F	VF
78. Every human problem can be solved and every desire satisfied if destiny so wills.	VT	T	F	VF
79. I feel that nothing, or almost nothing, can change the opinion I currently hold about myself.	VT	T	F	VF
80. I'm generally the same regardless of the situation I'm in.	VT	T	F	VF
81. What I would like to be is different from what I am.	VT	T	F	VF
82. Most people I know think highly of me.	VT	T	F	VF
83. Nothing in my life is worth the sacrifice of moving away from my parents.	VT	T	F	VF
84. I take a positive attitude toward myself.	VT	T	F	VF
85. I don't give much thought to the kind of person I am; I just take life as it comes.	VT	T	F	VF
86. My ambitions are realistic.	VT	T	F	VF
87. I find that the important people in my life often expect contradictory things of me.	VT	T	F	VF
88. Some of my friends think that my ideas are impractical, if not a bit wild.	VT	T	F	VF
89. I kick myself for the things I do.	VT	T	F	VF
90. I am disorganized.	VT	T	F	VF
91. I spend a great deal of time thinking about what kind of a person I am.	VT	T	F	VF
92. My opinion of myself tends to change a great deal.	VT	T	F	VF
93. If I could be what I'd most like to be, it wouldn't be very different from what I am now.	VT	T	F	VF
94. Usually my mistakes don't bother me for very long.	VT	T	F	VF
95. I seldom, if ever, lose my temper.	VT	T	F	VF
96. The highest wisdom is continual cheerfulness.	VT	T	F	VF
97. Nice as it may be to have faith in the majority of your fellow men, it does not pay off.	VT	T	F	VF

98. I act differently in the presence of other people. VT T F VF

99. At times I think I'm no good at all. VT T F VF

100. I often feel confused as to what is expected of me. VT T F VF

101. I feel that I have a number of good qualities. VT T F VF

102. Instead of team games, I prefer games in which one individual competes against another. VT T F VF

103. When I get right down to it, being a success in life is really up to me alone. VT T F VF

104. Things are all mixed up in my life. VT T F VF

105. I seldom have any doubts about my abilities; I know my strengths and I know my weaknesses. VT T F VF

106. Fate determines what happens to me. VT T F VF

107. Even as a child I was quite calm. VT T F VF

108. I am not the person I pretend to be. VT T F VF

109. By and large, the good things in me outweigh the bad. VT T F VF

110. I feel that I am a person of worth, at least on an equal plane with others. VT T F VF

111. I have noticed that my ideas about myself seem to change very quickly. VT T F VF

SECTION V

112. In many high schools some students are grouped into special classes. Which basis would you say your school uses most in deciding to place a student in a special class?

A. My school does not group any students in special classes.
B. The student's intelligence
C. The student's creativity
D. The student's achievement-test scores
E. The student's past school marks
F. How interested the student is in his work
G. How hard the student tries in his work
H. Teachers' recommendations
I. Father's occupation
J. Student's plans for the future
K. None of these
L. I do not know.

113. Which basis given above do you feel the school should use the most for this purpose?

A. B. C. D. E. F. G. H. I. J. K. L.

114. Many schools have more than one course of study: for example, commercial, academic (college preparatory), or general. In your high school there may be different reasons why students are in one or another course of study. Which reason do you feel was most important in determining your own course of study?

A. My school does not have different courses of study.
B. My intelligence-test scores
C. My creativity
D. My achievement-test scores
E. My past school marks
F. How interested I am in my work
G. How hard I try in my work
H. My teachers' recommendations
I. My father's occupation
J. My plans for the future
K. None of these
L. I do not know.

115. Which source of information has been most important to you in deciding how much intelligence you really have?

A. An intelligence-test score
B. College-entrance exam scores
C. The marks I have received in school
D. Being placed in a special class or group in school
E. What my teachers have said to me
F. What my guidance counselor has said to me
G. What my school principal has said to me
H. What my parents have said to me
I. What my brothers or sisters have said to me
J. What my friends have said to me
K. What someone else has said to me
L. My ability to hold my own in discussions
M. None of these
N. I don't know.

116. Which source of information given above has been second most important in deciding how much intelligence you really have?

A. B. C. D. E. F. G. H. I. J. K. L. M. N.

117. Has receiving information about your intelligence during the past three years as a result of taking standardized tests in school (for example, intelligence tests or college-entrance exams) changed your ideas about how intelligent you really are?

A. I have not received any information like this.
B. Yes, it raised my estimate of my intelligence greatly.
C. Yes, it raised my estimate slightly.
D. No, it agreed with my own estimate.
E. No, it was different from what I had expected, but had no effect on my own estimate.
F. Yes, it lowered my estimate slightly.
G. Yes, it lowered my estimate greatly.
H. I don't know whether it had any effect.

118. Have the school marks that you have received during the past three years changed your idea about how intelligent you really are?

A. Yes, they raised my estimate of my intelligence greatly.
B. Yes, they raised my estimate slightly.
C. No, they have not changed my estimate.
D. No, they were different from what I had expected but had no effect on my own estimate.
E. Yes, they lowered my estimate slightly.
F. Yes, they lowered my estimate greatly.
G. I don't know whether they had any effect.

If you have changed your estimate of your intelligence for some reason other than knowing your test scores or marks, please answer questions 119 and 120. Otherwise, skip to question 121.

119. Which statement best describes the change in your estimate of your own intelligence?

A. I raised my estimate greatly.
B. I raised my estimate slightly.
C. I lowered my estimate slightly.
D. I lowered my estimate greatly.

120. Which one of the following is the reason for the change?

A. What my teacher has said to me
B. What my school principal has said to me
C. What my school guidance counselor has said to me
D. Receiving or not receiving an award or scholarship
E. What my parents have said to me
F. Being admitted or rejected by a particular college
G. What my friends have said to me
H. Being placed in a special class or group in school
I. What someone else has said to me
J. What my brothers or sisters have said to me
K. None of the above

121. Do you think your scores on intelligence tests have stayed about the same for several years?

A. I have never taken any intelligence tests.
B. I don't know my intelligence-test scores.
C. No, they have tended to rise a lot.
D. No, they have tended to rise a little.
E. Yes, they have tended to stay the same.
F. No, they have tended to go down a little.
G. No, they have tended to go down a lot.

122. Do you think intelligence tests measure the intelligence a person is born with, or what he has learned?

A. They measure only inborn intelligence.
B. They measure mostly inborn intelligence, but learning makes some difference.
C. They measure inborn intelligence and learning about equally.
D. They measure mostly learned knowledge, but inborn intelligence makes some difference.
E. They measure only learned knowledge.
F. I have never thought about it and do not know.
G. I have thought about this but have formed no opinion.
H. They don't measure intelligence at all.

123. Do you think that college-entrance examinations measure the intelligence a person is born with, or what he has learned?

A. They measure only inborn intelligence.
B. They measure mostly inborn intelligence, but learning makes some difference.
C. They measure inborn intelligence and learning about equally.
D. They measure mostly learned knowledge, but inborn intelligence makes some difference.
E. They measure only learned knowledge.
F. I have never thought about it and do not know.
G. I have thought about this but have formed no opinion.
H. They don't measure intelligence at all.

124. In evaluating the intelligence of other peopl your age, which one of the following bases has been most important to you in deciding how intelligent they are?

A. Their intelligence-test scores
B. Their college-entrance-exam scores
C. The marks they have received in school.
D. The fact that they have been placed in a special class or group in school
E. What my teachers have said about them
F. What my friends have said about them
G. The ideas they have
H. Their personalities
I. How well they speak, and the words they use
J. I don't think about how intelligent they are.
K. None of these has been important in deciding how much intelligence they have.

125. Which one of the bases given above has been second most important to you in judging how intelligent your friends are?

A. B. C. D. E. F. G. H. I. J. K.

126. How would you say you compare in intelligence with other high-school students in the United States?

A. I am among the highest in intelligence.
B. I am definitely above average, but not among the highest in intelligence.
C. I am slightly above average in intelligence.
D. I am just about average in intelligence.
E. I am slightly below average in intelligence.
F. I am definitely below average in intelligence.
G. I have never thought about how I compare with other high-school students in intelligence.
H. I have thought about it, but I really don't know how I compare with others.

127. Where do you think you stand in intelligence in relation to the students in your grade in your own high school?

A. I am among the highest in intelligence.
B. I am definitely above average, but not among the highest in intelligence.
C. I am slightly above average in intelligence.
D. I am just about average in intelligence.
E. I am slightly below average in intelligence.
F. I am definitely below average in intelligence.
G. I have never thought about how I compare with them on the basis of intelligence.
H. I have thought about it, but I don't know how I compare with them.

128. What was the average of your final grades for the past three school years? If your school uses numerical grades, please use the following equivalents:

For a grade of A:	90-100
For a grade of B:	80-89
For a grade of C:	70-79
For a grade of D:	60-69
For a grade below D:	59 or lower

A. All A's or equivalent
B. Mostly A's or equivalent
C. Mostly A's and B's or equivalent
D. Mostly B's or equivalent
E. Mostly B's and C's or equivalent
F. Mostly C's or equivalent
G. Mostly C's and D's or equivalent
H. Mostly D's or below or equivalent

129. Which one of the following comes closest to describing the work of your father (or the male head of your household)?

Mark only one answer. If he works on more than one job, mark the one on which he spends most of his time. If he is now out of work, or if he's retired, mark the one that he did last.

A. Farm or ranch owner and/or manager.
B. Farm or ranch foreman.
C. Farm or ranch worker.
D. Workman or laborer--such as factory or mine worker, fisherman, filling-station attendant, longshoreman, etc.
E. Private household worker--such as a servant, butler, etc.
F. Protective worker--such as a policeman, detective, sheriff, fireman.
G. Service worker--such as barber, beautician, waiter, etc.
H. Semi-skilled worker-- such as factory machine operator, bus or cab driver, meat cutter, etc.
I. Skilled worker or foreman--such as a baker carpenter, electrician, enlisted man in the armed forces, mechanic, plumber, plasterer, tailor, foreman in a factory or mine (but not on a farm), etc.
J. Clerical worker--such as bank teller, bookkeeper, sales clerk, office clerk, mail carrier, messenger, etc.
K. Salesman--such as real estate or insurance salesman, factory representative, etc.
L. Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
M. Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
N. Proprietor or owner--such as owner of a small business, wholesaler, retailer, contractor, restaurant owner, etc.
O. Technical--such as draftsman, surveyor, medical or dental technician, etc.
P. Professional--such as actor, accountant, artist, clergyman, dentist, engineer, lawyer, librarian, scientist, etc.
Q. I do not know what kind of work my father does.

A

If your father (or the male head of your household) has a professional or technical occupation (that is, if you marked O or P in the preceding question), answer this question. If your father does not have a professional or technical occupation, mark A on your answer sheet and go on to the next question.

Which one of the following professional or technical occupations comes closest to describing your father's occupation?

A. My father has an occupation other than professional or technical.
B. Accountant or auditor
C. Actor, musician, entertainer
D. Architect
E. Armed forces officer
F. Artist, designer, sculptor
G. Biological scientist
H. Chemist
I. College administrator
J. Clergyman
K. Dentist
L. Draftsman
M. Economist
N. Editor or reporter
O. Elected or appointed officer--mayor, senator, judge, etc.
P. Engineer-aeronautical, civil, chemical, electrical, mechanical, etc.
Q. Lawyer (not elected or appointed official)
R. Librarian
S. Mathematician
T. Nurse
U. Optometrist, osteopath, chiropractor, pharmacist
V. Physician or surgeon
W. Physicist
X. Psychologist
Y. Sociologist
Z. Social or welfare worker
AA. Statistician
BB. Surveyor
CC. Teacher, elementary school
DD. Teacher, High School
EE. Technician, medical or dental
FF. Veterinarian
GG. A technical occupation not listed above
HH. A scientific occupation not listed above
II. A professional occupation not listed above

131. Which one of the following comes closest to describing the work of your mother (or the female head of your household)?

Mark only one answer. If she does housework in addition to outside work, count only the outside work. If she works on more than one job, mark the most important one. If she usually works, but is now out of work, mark the one she did last.

A. Housewife only; she has not worked for pay in the last three years.
B. Farm or ranch owner and/or manager
C. Farm or ranch worker
D. Worker or laborer--such as charwoman, laundry worker, etc.
E. Private household worker--such as housekeeper, maid, laundress, etc.
F. Protective worker--such as policewoman, etc.
G. Service worker--such as beautician, waitress, etc.
H. Semi-skilled worker--such as factory machine operator, cab driver, etc.
I. Skilled worker or forewoman--such as baker, inspector, etc.
J. Clerical worker--such as bookkeeper, secretary, typist, sales clerk, store clerk, etc.
K. Sales--such as real estate, life insurance, etc.
L. Manager--such as sales manager, store manager, office manager, business manager, factory supervisor, etc.
M. Official--such as manufacturer, officer in a large company, banker, government official or inspector, etc.
N. Proprietor or owner--such as owner of a small business, wholesaler, retailer, restaurant owner, etc.
O. Professional--such as actress, accountant, artist, dentist, physician, engineer, lawyer, librarian, scientist, etc.
P. Technical--such as draftsman, medical or dental technician, etc.
Q. I do not know what kind of work my mother does.

132. In which one of the following programs do you expect to specialize in college? Mark one of these even if you have not definitely made up your mind.

A. I do not expect to attend college.
B. Biological sciences (botany, physiology, zoology)
C. Physical sciences (chemistry, geology, physics, astronomy)
D. Engineering
E. Mathematics
F. Premedical
G. Predental
H. Prelaw
I. Business administration
J. Education
K. Sociology or psychology
L. Political science or economics
M. Foreign languages
N. Other liberal arts (philosophy, literature, history, etc.)
O. Fine arts (music, art, ballet, etc.)
P. Agriculture
Q. Nursing
R. Home economics
S. Pretheology
T. Journalism
U. A program not listed above
V. I have no plans regarding college programs.

133. In the following list of occupations, mark the one occupation you expect to make your career after you have completed your education. If your choice is not on the list, mark the one that is closest to it. Mark one of these even if you have not definitely made up your mind.

A. Accountant
B. Biological scientist (biologist, botanist, physiologist, zoologist, etc.)
C. College professor
D. Dentist
E. Engineer (aeronautical, civil, chemical, mechanical, etc.)
F. Elementary-school teacher
G. High-school teacher
H. Lawyer
I. Mathematician
J. Pharmacist
K. Clergyman (minister, priest, rabbi, etc.)
L. Physical scientist (chemist, geologist, physicist, astronomer, etc.)
M. Physician
N. Political scientist or economist
O. Social worker
P. Sociologist or psychologist
Q. Armed forces officer
R. Artist or entertainer
S. Businessman
T. Craftsman
U. Engineering or scientific aide
V. Forester
W. Medical or dental technician
X. Nurse
Y. Pilot, airplane
Z. Policeman or fireman
AA. Secretary, office clerk or typist
BB. Writer
CC. Barber or beautician
DD. Enlisted man in the armed forces
EE. Farmer
FF. Housewife
GG. Salesman or saleswoman
HH. Skilled worker (electrician, machinist, plumber, printer, etc.)
II. Structural worker (bricklayer, carpenter, painter, paperhanger, etc.)
JJ. Some other occupation different from any above

SECTION VI

Certain American schools group students into separate classes according to their ability. Grouping students in this way, in most or all of their classes, is called "ability grouping." Ability grouping is not to be confused with selecting students for a single advanced course, such as an advanced English course, on the basis of their achievement.

134. In the elementary school you attended, were students placed in groups according to their abilities?

A. Yes, almost all of them were.
B. Yes, but only some of them were.
C. No, students were not placed in special groups.
D. I do not remember.

135. In the elementary school you attended, were you placed in a group according to your abilities?

A. Yes, definitely.
B. I think so.
C. There was no grouping by abilities.
D. No.
E. I do not remember.

136. If you answered A or B to the preceding question (135), which ability group were you in? (If you answered C, D, or E to question 135, skip to question 137.)

A. Highest
B. Above average
C. Average
D. Below average
E. Lowest
F. I do not know.

137. In the junior high school (7-9 grades) you attended, were students placed in groups according to their abilities?

A. Yes, almost all of them were.
B. Yes, but only some of them were.
C. No, students were not placed in special groups.
D. I do not remember.

138. In the junior high school (7-9 grades) you attended, were you placed in a group according to your abilities?

A. Yes, definitely.
B. I think so.
C. There was no grouping by ability.
D. No.
E. I do not remember.

139. If you answered A or B to the preceding question (138), which ability group were you in? (If you answered C, D, or E to question 138, skip to question 140.)

A. Highest
B. Above average
C. Average
D. Below average
E. Lowest
F. I do not know.

140. In the high school which you now attend, are students placed in groups according to their abilities?

A. Yes, almost all of them are.
B. Yes, but only some of them are.
C. No, students are not placed in special groups.
D. I do not know.

141. In the high school which you now attend, are you in a special group based on abilities?

A. Yes, definitely.
B. I think so.
C. There is no grouping by ability.
D. No.
E. I do not remember.

142. If you answered A or B to the preceding question (141), which ability group are you in? (If you answered C, D, or E to question 141, skip to question 143.)

A. Highest
B. Above averege
C. Average
D. Below average
E. Lowest
F. I do not know.

143. Do you think that 3rd- and 4th-grade pupils (in elementary school) should be grouped into different classes according to their abilitie (homogeneous grouping)?

A. Yes, all pupils.
B. Only very good pupils.
C. Only slow learners.
D. Only very good pupils and slow learners.
E. No, pupils should not be grouped in this way.
F. I have no definite opinion.

144. Do you think that 7th- to 9th-grade pupils (in junior high school) should be grouped according to their abilities?

A. Yes, all pupils.
B. Only very good pupils.
C. Only slow learners.
D. Only very good pupils and slow learners.
E. No, pupils should not be grouped in this way.
F. I have no definite opinion.

145. Do you think that high-school students should be grouped according to their abilities?

A. Yes, all students.
B. Only very good students.
C. Only slow learners.
D. Only very good students and slow learners.
E. No, students should not be grouped in this way.
F. I have no definite opinion.

Many high schools have more than one course of study: for example, commercial, academic (college preparatory), or general. If your school has more than one course of study, please answer questions 146-150. If your school has only one course of study (such as college preparatory) please skip to question 151.

146. What program or course of study are you taking?

A. Vocational
B. Academic (college preparatory)
C. Commercial or business
D. General
E. Agricultural
F. Other

147. When was it decided which program or course of study you would take in high school?

A. Just during the past year
B. Since I've been in high school
C. During junior high school (7-9 grades)
D. In elementary school
E. Earlier than that

148. Could you change to a college-preparatory program or course of study now if you wanted to?

A. Yes, fairly easily.
B. Yes, but it would be hard to do.
C. No, I don't think so.
D. No, definitely not.
E. I do not know.
F. I am already in a college-preparatory program.

149. In your judgment, is there much difference in intelligence between the students in different courses of study; for example, between students in the college-preparatory courses and the commercial courses?

A. There is a very large difference.
B. There is some difference.
C. There is little or no difference.
D. I do not know.

150. Do you think it is a good idea for a school to have different courses of study? Or should a school have just one course of study which is the same for everyone?

A. There should be different courses of study.
B. There should be just one course of study for all students.
C. I have no opinion.

SECTION VII

151. To the best of your knowledge, have you ever taken an intelligence test?

A. Yes, several times.
B. Yes, at least once.
C. I think so, but I am not sure.
D. I don't think so, but I am not sure.
E. I am sure I have not taken one.
F. I do not know.

If your answer to this question was either D, E, or F, skip to the next section and begin with question 169. If your answer was either A, B, or C, answer questions 152-168.

152. When was the last time you took an intelligence test?

A. Less than a year ago
B. Between one and three years ago
C. More than three years ago
D. I do not remember.

153. Have you ever received any information about how well you did on an intelligence test you took in school?

A. Yes, I received specific results (such as an IQ or a percentile score).
B. Yes, I was given a general idea of how well I did.
C. Yes, I received both test scores and general information.
D. No, I did not receive any information.

154. If you received information about how well you did on an intelligence test, which of the following statements best describes what you learned from it about where you stood in relation to other students?

A. I was never given any information about how well I did.
B. I got a good idea of where I stood compared to others.
C. I got only a general idea of where I stood.
D. I didn't learn anything at all about where I stood because the results did not mean anything to me.
E. I did not learn anything valuable about where I stood because the scores were inaccurate.
F. I do not remember.

155. Do you think your performance on standardized intelligence tests accurately reflects your real intelligence?

A. No, my test scores are much lower than my real intelligence.
B. No, my test scores are slightly lower.
C. Yes, my test scores accurately reflect my real intelligence.
D. No, my test scores are slightly higher.
E. No, my test scores are much higher.
F. I don't know whether my test scores accurately reflect my real intelligence.

A

156. The first time you learned your test results, were they what you had expected?

A. I have never learned any test results.
B. They were much higher than I had expected.
C. They were slightly higher than I had expected.
D. They were about what I had expected.
E. They were slightly lower than I had expected.
F. They were much lower than I had expected.

157. If you have learned your test results, who gave them to you the last time you learned them?

A. I did not learn the results.
B. My parents
C. The guidance counselor
D. The principal or one of my teachers
E. A testing agency
F. Another source

158. How interested were you in finding out how well you did on the test?

A. Very interested
B. Moderately interested
C. Not very interested
D. Not at all interested

159. If you did not learn your intelligence-test results, would you have liked to?

A. Yes.
B. No.
C. I did not care either way.
D. The question does not apply because I learned my test results.

The following questions are about how you felt while you were last taking an intelligence test.

	Yes	No	Don't Remember
160. Did you enjoy taking it?	A	B	C
161. Did you care whether you took it?	A	B	C
162. Did you dislike taking it?	A	B	C
163. Did you feel afraid?	A	B	C
164. Did you feel confident?	A	B	C
165. Did you find it an interesting challenge?	A	B	C
166. Did you feel nervous?	A	B	C
167. Did you feel bored?	A	B	C
168. Did you feel annoyed?	A	B	C

SECTION VIII

169. To the best of your knowledge, have you ever taken a college-entrance or scholarship test of any type?

A. Yes, several times.
B. Yes, at least once.
C. I think so, but I am not sure.
D. I don't think so, but I am not sure.
E. I am sure I have not taken one.
F. I do not know.

If your answer to this question was either D, E, or F, skip to the next section and begin with question 205.

If your answer was either A, B, or C, answer questions 170-204.

Have you ever taken the:

	Yes	No	Don't Remember
170. College Board Scholastic Aptitude Test (SAT)—morning program?	A	B	C
171. College Board Achievement Test--afternoon program?	A	B	C
172. National Merit Scholarship Qualifying Test?	A	B	C
173. American College Testing Program tests (ACT)?	A	B	C
174. College Board Preliminary Scholastic Aptitude Test (PSAT)	A	B	C
175. other national scholarship tests (e.g., Betty Crocker or General Motors tests)?	A	B	C
176. entrance or scholarship tests given by a particular college or university?	A	B	C
177. scholarship tests given by a state (e.g., New York State Scholarship Test)?	A	B	C
178. other entrance or scholarship tests?	A	B	C

179. Do you think you have taken a college-entrance or scholarship test but cannot remember the name?

A. Yes, probably one of those listed above.
B. Yes, but probably not one of those listed above.
C. No, I remember the name of every test I have taken.
D. I do not know.

180. Have you ever taken any particular college-entrance test more than once?

A. No, I have never taken any particular test more than once.
B. Yes, I have taken a particular test twice.
C. Yes, I have taken a particular test three times.
D. Yes, I have taken a particular test four or more times.

181. When was the last time you took a college-entrance test?

A. Less than a year ago
B. Between one and three years ago
C. More than three years ago
D. I do not remember.

182. Have you ever received any information about how well you did on any college-entrance test that you took in school?

A. Yes, I received specific results (such as standard score or percentile score).
B. Yes, I was given a general idea of how well I did.
C. Yes, I received both specific results and general information.
D. No, I did not receive any information.

183. If you received information about how well you did on a college-entrance test, which of the following statements best describes what you learned about where you stood in relation to other students?

A. I was never given any information about how well I did.
B. I got a good idea of where I stood compared to others.
C. I got only a general idea of where I stood.
D. I didn't learn anything at all about where I stood because the results did not mean anything to me.
E. I did not learn anything valuable about where I stood because the scores were inaccurate.
F. I do not remember.

184. The first time you learned your test results on a college-entrance test, were they what you had expected?

A. I did not learn the results.
B. They were much higher than I had expected.
C. They were slightly higher than I had expected.
D. They were about what I had expected.
E. They were slightly lower than I had expected.
F. They were much lower than I had expected.

185. If you learned your results on a college-entrance test, who gave them to you the last time you learned them?

A. I did not learn the results.
B. My parents
C. The guidance counselor
D. The principal or one of my teachers
E. A testing agency
F. Another source

186. Were you interested in finding out how well you did on the test?

A. Very interested
B. Moderately interested
C. Not very interested
D. Not at all interested

The following questions are about how you might have felt when you last took a college-entrance examination.

	Yes	No	Don't Remember
187. Did you enjoy taking it?	A	B	C
188. Did you care whether you took it?	A	B	C
189. Did you dislike taking it?	A	B	C
190. Did you feel afraid?	A	B	C
191. Did you feel confident?	A	B	C
192. Did you find it an interesting challenge?	A	B	C
193. Did you feel bored?	A	B	C
194. Did you feel nervous?	A	B	C
195. Did you feel annoyed?	A	B	C

196. Do you think your performance on college-entrance tests accurately reflects your real ability?

A. No, my test scores are much lower than my real ability.
B. No, my test scores are slightly lower.
C. Yes, my test scores accurately reflect my real ability.
D. No, my test scores are slightly higher.
E. No, my test scores are much higher.
F. I don't know whether my test scores accurately reflect my real ability.

197. Have you ever discussed the results of a college-entrance test with your parents?

A. Yes, frequently.
B. Yes, occasionally.
C. Yes, once or twice.
D. No, never.
E. I do not know.

198. Do your parents understand what the scores from college-entrance tests mean?

A. Yes, both parents
B. Father only
C. Mother only
D. Neither
E. They understand if it is explained to them.
F. I do not know.

199. Have any of your teachers ever spent class time in preparing students specifically for standardized tests like the College Board SAT?

A. Yes, frequently.
B. Yes, occasionally.
C. Yes, once or twice.
D. No, never.
E. I do not know.

200. Have any of your classes ever spent time discussing actual copies of standardized tests (of either scholastic aptitude or achievement)?

A. Yes, frequently.
B. Yes, occasionally.
C. Yes, once or twice.
D. No, never.
E. I do not know.

201. Have you ever taken any courses designed specifically to prepare students for standardized tests like the College Board SAT?

A. Yes, but only in school.
B. Yes, but only out of school.
C. Yes, both in and out of school.
D. No.

202. Have you ever received any special tutoring designed primarily to prepare you for standardized tests like the College Board SAT?

A. Yes, but only in school.
B. Yes, but only out of school.
C. Yes, both in and out of school.
D. No.

203. Have you ever read any books or articles about how to take standardized tests?

A. Yes, but only in school.
B. Yes, but only out of school.
C. Yes, both in and out of school.
D. No.

204. Have you ever seen a copy of the booklet "A Description of the College Board Scholastic Aptitude Test?"

A. Yes. I have read it very carefully.
B. Yes. I have read it fairly carefully.
C. Yes, but I have not read it.
D. No, but I wish I could get a copy.
E. No, and I would not care to have a copy.
F. I do not know.

SECTION IX

Please use the following scale in answering items 205-217.

A. Yes
B. Maybe
C. No
D. Don't know
E. Does not apply

On your separate answer sheet, blacken the letter corresponding to the word or phrase that best describes your reaction to each numbered statement.

Do you think any of the following things have happened to you partly as a result of taking intelligence tests?

205. Being placed in a special advanced group in grade school or high school
206. Being placed in a special slow group in grade school or high school
207. Being skipped a grade
208. Being held back a grade
209. Not being admitted to college
210. Being admitted to college
211. Deciding not to go to college
212. Deciding to go to college
213. Deciding to apply to a better college
214. Deciding not to apply to a better college
215. Winning a scholarship or fellowship
216. Not winning a scholarship or fellowship
217. Deciding on a future job

218. If you have received information about your intelligence-test scores, has this changed your attitudes toward your school work? (If you have not received any information about your intelligence-test scores, skip to Question 219.)

A. Yes, it has caused me to work much harder in school.
B. Yes, it has caused me to work slightly harder.
C. No, it has had no effect on how hard I work in school.
D. Yes, it has caused me to work slightly less hard.
E. Yes, it has caused me to work much less hard.
F. I don't know whether it has had any effect.

219. Which one of the following would you say is most important for getting good marks in high school?

A. Intelligence
B. Common sense and experience
C. Creativity and imagination
D. Hard work
E. Good personality
F. I do not know.

220. Which one of the above is second most important?

A. B. C. D. E. F.

Please use the following scale in answering items 221-229.

A. Yes
B. No
C. No opinion

On your separate answer sheet, blacken the letter corresponding to the word or phrase that best describes your reaction to each numbered statement.

Given tests as they are now, do you think it is fair (that is, just) to use intelligence tests to help make the following decisions?

221. To decide who can go to certain colleges
222. To put children into special classes in school
223. To find out which children in the family should be given the most education
224. To decide who should be hired for a job
225. To decide who should be promoted
226. To decide who should be allowed to vote
227. To decide whom one should marry
228. To select leaders in the government
229. To select leaders for large corporations

230. Does your mother know your intelligence-test results?

A. Yes, she knows my specific score.
B. Yes, she has a general idea of what my score is.
C. No, she does not know what my score is.
D. I do not know.
E. The question does not apply to me.

231. Does your father know your intelligence-test scores?

A. Yes, he knows my exact score.
B. Yes, he has a general idea of what my score is.
C. No, he does not know what my score is.
D. I do not know.
E. The question does not apply to me.

232. Do you think that high-school students should be given specific results (such as I.Q.'s or percentile scores) of their performance on intelligence tests?

A. All high-school students should be given specific results.
B. Only bright high-school students should be given specific results.
C. Only slow high-school students should be given specific results.
D. Only "well-adjusted" high-school students should be given specific results.
E. No high-school students should be given specific results.
F. None of the above

233. Do you think that parents should be given specific results (such as I.Q.'s or percentile scores) of their high-school-age children's performances on intelligence tests?

A. Yes, all parents should be given specific results.
B. Only parents of bright high-school students should be given specific results.
C. Only parents of slow high-school students should be given specific results.
D. Only "well-adjusted" parents should be given specific results.
E. No parents should be given specific results of their high-school-age children's performance on intelligence tests.
F. None of the above

234. Do you think that students should know their scores on college-entrance exams?

A. All high-school students should be given specific results.
B. Only bright high-school students should be given specific results.
C. Only slow high-school students should be given specific results.
D. Only "well-adjusted" high-school students should be given specific results.
E. No high-school students should be given specific results.
F. None of the above

235. In general, do you feel that adults should be given information about their intelligence-test scores?

A. Yes
B. No
C. Don't know

236. Have you ever won a scholarship, prize, or award as the result of your performance on a standardized ability test of any type?

A. Yes
B. No
C. Don't know

A

237. Are the intelligence-test scores of the girls in your family as important to your parents as those of the boys?

A. Boys' scores are more important.
B. Girls' scores are more important.
C. Boys' and girls' scores are equally important.
D. My parents don't know or are not interested in intelligence-test scores.
E. I do not know.

238. How do you feel about the amount of time you spend taking standardized tests?

A. I spend far too much time.
B. I spend too much time.
C. I spend neither too much nor too little time.
D. I spend too little.
E. I spend far too little.
F. I have no opinion.

Please use the following scale in answering items 239-252.

A. Very important
B. Important
C. Somewhat important
D. Of no importance
E. No opinion

On your separate answer sheet, blacken the letter corresponding to the phrase that best describes your reaction to each numbered statement.

In your opinion, how important is each of the following in deciding who gets into college?

239. High-school marks
240. College-entrance exams
241. Intelligence-test scores
242. School activities
243. Athletic achievement
244. Good personality
245. Having a parent or close relative who graduated from a college

In your opinion, how important should each of the following be in deciding who gets into college?

246. High-school marks
247. College-entrance exams
248. Intelligence-test scores
249. School activities
250. Athletic achievement
251. Good personality
252. Having a parent or close relative who graduated from a college

253. If you had to choose a college, which kind would you choose?

A. One where most of the students are more intelligent than I am.
B. One where most of the students are about as intelligent as I am.
C. One where most of the students are less intelligent than I am.
D. One where there are students of all levels of intelligence.
E. The intelligence of the students would not influence my choice of a college.
F. I do not know.

254. How important do you feel the kind of intelligence measured by intelligence tests is for success in school or college?

A. It is the most important factor in success in school or college.
B. It is more important than most other qualities, but by itself intelligence is not enough.
C. It is no more important than other qualities.
D. It is not so important as some other qualities.
E. It is not important at all.
F. I have no opinion.

255. How important do you feel the kind of intelligence measured by intelligence tests is for success in life after graduating from school or college?

A. It is the most important factor in success in life after graduation.
B. It is more important than most other qualities, but by itself intelligence is not enough.
C. It is no more important than other qualities.
D. It is not so important as some other qualities.
E. It is not important at all.
F. I have no opinion.

256. What is the greatest amount of education you expect to have during your life?

A. I don't expect to finish high school.
B. I expect to graduate from high school.
C. I expect to obtain vocational, business-school, or junior-college training.
D. I expect to obtain some (less than four years) regular college training.
E. I expect to graduate from a regular four-year college.
F. I expect to study for advanced college degrees.

257. In which of the following ways have test scores influenced your plans for education beyond high school?

A. They helped me decide to attend college.
B. They helped me decide to attend a business school (not a college).
C. They helped me decide to attend a technical institute or school (not a college).
D. They helped me decide to enter apprentice training.
E. They helped me decide not to continue my education beyond high school.
F. They did not help me make plans for education beyond high school.

258. How did the results of tests that you have taken help you in deciding whether to plan on attending college?

A. They made me believe that I can probably do well in college.
B. They made me believe that I can at least do passing work in college.
C. They made me believe that college work would be too hard for me.
D. They had no effect in helping me decide whether to plan on attending college.
E. I don't know whether they helped.

259. How have the results of tests that you have taken changed your choice of a college?

A. They have made no change since I do not plan to go to college.
B. They have made no change in my choice of a college although I plan to go to college.
C. They have changed my choice of a college to one having higher academic standards.
D. They have changed my choice of a college to one having lower academic standards.
E. They have changed my choice of a college to one offering courses that better fit my abilities.
F. They have changed my choice of a college in some other way.

SECTION X

Please use the following scale in answering items 260-296.

A. Strongly agree
B. Agree
C. Partly agree; partly disagree
D. Disagree
E. Strongly disagree

On your separate answer sheet, blacken the letter corresponding to the word or phrase that best describes your reaction to each numbered statement.

260. The most intelligent girls are not usually the most popular.

261. People of wealth and position should marry people like themselves.

262. Everyone should have the chance to go to college if he wants to.

263. It is more important for men to be intelligent than women.

264. Something should be done to keep feebleminded people from having children.

265. A child who is less intelligent should get more attention from his teachers than a child who is very bright.

266. At birth, there is no difference in intelligence between boys and girls.

267. If all of us were given an equal chance, we would all be equally intelligent.

268. It is up to the government to make sure that everyone has a secure job and a good standard of living.

269. A man can never have the same intuition as a woman.

270. America is truly a land of opportunity and people get pretty much what's coming to them here.

271. The government should be run by the most intelligent.

272. Women may be as intelligent as men, but they shouldn't be as aggressive.

273. Everyone should be able to take any high-school course that he wants to even though his score on an intelligence test indicates that he may not succeed in it.

274. If girls were given their choice, as many would sign up for a shop course as for a course in home economics.

275. The ideal society would be made up entirely of very intelligent people.

276. The leader of a group is usually its most intelligent member.

277. A person who isn't very intelligent should not attempt things beyond his ability.

278. There is no difference in intelligence between racial, religious, or nationality groups.

279. Parents should be allowed to pass on their wealth and prestige to their children regardless of their abilities.

280. In a new tax program, it is essential not to reduce the income taxes on corporations and wealthy individuals.

281. In general, full economic security is bad; most men wouldn't work if they didn't need money for eating and living.

282. Girls are more intelligent than boys.

283. It is only fair that the people with the most intelligence should have the most opportunities.

284. There should be some limit on how much income an individual may keep after taxes.

285. Most of the present attempts to curb and limit unions would in the long run do more harm than good.

286. The businessman and the manufacturer are probably more important to society than the artist and the professor.

287. If women were given an equal chance they would achieve much more than men.

288. The child of low intelligence needs more help from his parents than the child of high intelligence.

289. The great things accomplished by man are really the works of just a few geniuses.

290. No man can do his best under a woman boss.

291. Men like Henry Ford or J.P. Morgan, who overcame all competition on the road to success, are models for all young men to admire and imitate.

292. Women are more intelligent than men.

293. There are two kinds of people in the world; the weak and the strong.

294. The job of housewife doesn't demand any exceptional intellectual gifts.

295. No amount of education or special training can make up for a lack of natural ability.

296. Children who are intelligent should get better schooling and not have to stick with the average child.

SECTION XI

Directions. Following are 35 numbered statements that some people have used to describe themselves. Please blacken on your separate answer sheet the space that represents the letter or letters corresponding to the way you think each statement describes you. Put down your first reaction to each statement and go on to the next.

	Very True	True	False	Very False
297. The success I'm going to have was already in the cards when I was born, so I might as well accept it and not fight against it.	VT	T	F	VF
298. I often find myself day dreaming at my desk when there's work to be done.	VT	T	F	VF
299. I am a person who lives very much in imagination.	VT	T	F	VF
300. The most important things that happen to me are usually a result of my own efforts.	VT	T	F	VF
301. I am not easily provoked.	VT	T	F	VF
302. I'm usually very quiet in most group discussions.	VT	T	F	VF
303. I think a lot about the things I used to do.	VT	T	F	VF
304. Let us eat, drink, and be merry for tomorrow we die.	VT	T	F	VF
305. I am a many-sided person.	VT	T	F	VF
306. All in all, I am inclined to feel that I'm a failure.	VT	T	F	VF
307. I could cut my moorings.. quit my home, my parents, and my friends...without suffering great regrets.	VT	T	F	VF
308. I make strong demands on myself.	VT	T	F	VF
309. I often find myself in situations where I have to do things I don't want to do.	VT	T	F	VF
310. There are lots of things about myself that I'd charge if I could.	VT	T	F	VF

311. My existence is completely under the control of destiny. VT T F VF

312. I'm a very different person from one situation to the next. VT T F VF

313. I certainly feel useless at times. VT T F VF

314. I feel I do not have much to be proud of. VT T F VF

315. I find it hard to concentrate on my work. VT T F VF

316. I'm pretty sure of myself. VT T F VF

317. I would enjoy the experience of living and working in a foreign country. VT T F VF

318. I spend a lot of time thinking about what I am going to be. VT T F VF

319. I am often satisfied with what I am even though it's less than my ideal. VT T F VF

320. I know I'm changing but I hardly ever realize it. VT T F VF

321. I have complete trust in destiny which keeps me from worrying. VT T F VF

322. Most people must think of me as a very changeable person. VT T F VF

323. I worry about the uncertainty of my future. VT T F VF

324. My feelings are more intense than those of other people. VT T F VF

325. There's no sense in taking a chance failing at something new, when I'm doing all right as I am. VT T F VF

326. I find that on one day I have one opinion of myself, and on another day I have a different opinion. VT T F VF

327. There are many times when I don't know how I should behave. VT T F VF

328. I am about the same as I was a year or two ago. VT T F VF

329. There are times when it is absolutely necessary to use other people as tools in the accomplishment of a purpose. VT T F VF

330. I often think that I'm different from other people. VT T F VF

331. On the whole, I'm satisfied with myself. VT T F VF

Please close your test booklet and wait for further instructions.

APPENDIX B

The Teacher Questionnaire

CONSEQUENCES OF ABILITY TESTING IN SCHOOLS

TEACHERS QUESTIONNAIRE

The University of Pittsburgh in conjunction with the Russell Sage Foundation of New York has been given support by the U.S. Office of Education to study the consequences of ability testing in schools. Aptitude and achievement testing have sometimes been criticized on the basis of conjecture and not on scientifically established facts. It is our hope through this study to obtain accurate information about this important area.

We would greatly appreciate your cooperation in completing the following questionnaire concerning your experiences with standardized tests and your opinions about testing. We hope that you will be entirely candid in your answers to these questions.

General Directions: This questionnaire is to be completed by all teachers in grades 10, 11, and 12. It should take about forty minutes to complete. Please try to fill it out at one sitting.

When you have finished, put the questionnaire in the accompanying envelope, seal the envelope, write your name on the outside of the envelope, and give it to your school principal. Your responses will be kept strictly confidential.

University of Pittsburgh
Russell Sage Foundation
1964

Name of school ______________________________

City ______________________ State ______________________

School code number ______________________ Date ______________________

Directions: Please place all of your answers in this booklet. Answer each question as accurately and as frankly as possible but do not spend too much time on any one question. Please choose the one best answer for each question. ALL ANSWERS ARE STRICTLY CONFIDENTIAL.

Answer each question as indicated; place an "X" in the parentheses to the left of the answer you choose or write your answer in the space provided. If you choose the option "other (specify)" for any question, be sure to write in your answer on the line provided as well as marking an "X" in the parentheses.

YOUR BACKGROUND

1. Sex

( ) 1. Male
( ) 2. Female

2. Age

( ) 1. 25 or under
( ) 2. 26-30
( ) 3. 31-35
( ) 4. 36-40
( ) 5. 41-45
( ) 6. 46-50
( ) 7. 51-55
( ) 8. 56-60
( ) 9. Over 60

3. Greatest amount of education completed

( ) 1. High school
( ) 2. Some college
( ) 3. Bachelor's Degree
( ) 4. Bachelor's Degree, some credit toward Master's
( ) 5. Master's Degree
( ) 6. Master's Degree, some credit toward Ph.D. or Ed.D.
( ) 7. Ph.D. or Ed.D.

4. Which of the following best describes the educational institution that awarded your highest degree?

( ) 1. Nonuniversity-affiliated teachers college
( ) 2. University-affiliated teachers college or school of education
( ) 3. University (but not in the school of education)
( ) 4. Liberal arts college
( ) 5. Other
( ) 6. No college degree

5. What was your major area of study leading to your highest degree?

( ) 1. Education
( ) 2. Guidance
( ) 3. Physical education or home economics
( ) 4. Psychology
( ) 5. Other social sciences
( ) 6. Natural sciences or mathematics
( ) 7. Humanities (English, history, etc.)
( ) 8. Languages
( ) 9. Other (specify) ______________________

6. Approximately how many graduate or undergraduate courses in the following general area have you had? Tests and Measurements (sample course titles: Individual Testing; Analysis of the Individual; Psychological Measurements; Diagnostic Testing; Group Tests and Techniques; Mental Measurements; Personality Testing; etc.)?

( ) 1. None
( ) 2. One
( ) 3. Two
( ) 4. Three
( ) 5. Four
( ) 6. Five or more

7. Approximately how many graduate or undergraduate courses in the following general area have you had? Methods of research (sample course titles: Research in Education; Statistical Methods in Education and Psychology; Statistics; Educational Statistics; Methods in Educational Research; Research Design; etc.)?

( ) 1. None
( ) 2. One
( ) 3. Two
( ) 4. Three
( ) 5. Four
( ) 6. Five or more

8. How many years have you spent teaching part-time in public schools?

________ years

9. How many years have you spent teaching full-time in public schools?

________ years

B

10. How many years have you spent teaching part-time in independent schools (not parochial or public)?

________ years

11. How many years have you spent teaching full-time in independent schools?

________ years

12. How many years have you spent teaching part-time in parochial schools?

________ years

13. How many years have you spent teaching full-time in parochial schools?

________ years

14. How many years have you held your present position?

________ years

15. Approximately what proportion of your in-school time is formally allocated at present to discussing school problems with students or parents?

________ per cent

16. Approximately what proportion of your in-school time do you spend discussing school problems with students or parents in addition to formally allocated hours?

________ per cent

Questions 17-19: In which of the following areas have you had previous experience?

(1) (2)
Yes No
( ) ( ) 17. Counseling or guidance in education
( ) ( ) 18. Administrative position in education
( ) ( ) 19. Full-time position outside of education (do not include summer employment)

Questions 20-24: Which of the following kinds of students do you teach at present?

Yes No
( ) ( ) 20. College preparatory
( ) ( ) 21. Vocational
( ) ( ) 22. Special section(s) for gifted pupils
( ) ( ) 23. Special section(s) for retarded pupils
( ) ( ) 24. Other (specify)________________

25. Write in the parentheses on each line the per cent of your time given to teaching that subject. (The percents should sum to 100.)

% Subject
( ) English
( ) Social studies
( ) Science
( ) Mathematics
( ) Foreign languages
( ) Commercial subjects (typing, shorthand, etc.)
( ) Art or Music
( ) Physical education
( ) Other (Specify:________________
100 Total

YOUR OPINIONS ABOUT STANDARDIZED TESTS AND THEIR USE

26. How accurate do you feel most standardized intelligence or aptitude tests are in measuring a student's potential?

( ) 1. Much better than other measures of ability (e.g., teacher evaluations, nonstandardized tests)
( ) 2. Slightly better than other measures
( ) 3. No better than other measures
( ) 4. Not so good as other measures
( ) 5. Much worse than other measures
( ) 6. No opinion

27. Which one of the following kinds of information do you feel provides the single most accurate measure of a student's intellectual ability?

( ) 1. Grade average
( ) 2. Parents' opinions
( ) 3. Standardized achievement-test scores
( ) 4. IQ or scholastic aptitude-test scores
( ) 5. Teacher recommendations
( ) 6. The student's own opinion
( ) 7. Peers' opinions

28. Which one of the following kinds of information do you feel provides the second most accurate measure of a student's intellectual ability?

( ) 1. Grade average
( ) 2. Parents' opinions
( ) 3. Standardized achievement-test scores
( ) 4. IQ or scholastic aptitude-test scores
( ) 5. Teacher recommendations
( ) 6. The student's own opinion
( ) 7. Peers' opinions

29. Which one of the following kinds of information do you feel provides the third most accurate measure of a student's intellectual ability?

( ) 1. Grade average
( ) 2. Parents' opinions
( ) 3. Standardized achievement-test scores
( ) 4. IQ or scholastic aptitude-test scores
( ) 5. Teacher recommendations
( ) 6. The student's own opinion
( ) 7. Peers' opinions

Use the following scale in answering items 30-72.

1. None
2. A very slight amount
3. A fairly slight amount
4. A moderate amount
5. A fairly great amount
6. A great amount

In questions 30-72, we should like to know how much weight you think should be given to several different kinds of information, including test scores, in making decisions about a student or advising him about his future plans.

Please answer by writing in the parentheses at the left of each question the number of the statement in the scale given above that you think best answers it.

Questions 30-35: How much weight should be given to intelligence-test scores in

( ) 30. assigning a student to an accelerated track or special class (or classes) for advanced students?

( ) 31. assigning a student to a special class (or classes) for slow students?

( ) 32. writing a recommendation for college admissions or scholarship aid?

( ) 33. allowing a student to take extra courses?

( ) 34. counseling a student on occupational plans?

( ) 35. counseling a student about his choice of a college?

Questions 36-42: How much weight should be given to standardized achievement-test scores in

( ) 36. assigning a student to an accelerated track or a special class (or classes) for advanced students?

( ) 37. assigning a student to a special class (or classes) for slow students?

( ) 38. writing a recommendation for college admissions or scholarship aid?

( ) 39. assigning grades?

( ) 40. allowing a student to take extra courses?

( ) 41. counseling a student on occupational plans?

( ) 42. counseling a student about his choice of a college?

Questions 43-48: How much weight should be given to over-all grade average in

( ) 43. assigning a student to an accelerated track or special class (or classes) for advanced students?

( ) 44. assigning a student to a special class (or classes) for slow students?

( ) 45. writing a recommendation for college admissions or scholarship aid?

( ) 46. allowing a student to take extra courses?

( ) 47. counseling a student on occupational plans?

( ) 48. counseling a student about his choice of a college?

Questions 49-54: How much weight should be given to personality-test scores in

( ) 49. assigning a student to an accelerated track or special class (or classes) for advanced students?

( ) 50. assigning a student to a special class (or classes) for slow students?

( ) 51. writing a recommendation for college admissions or scholarship aid?

( ) 52. allowing a student to take extra courses?

( ) 53. counseling a student on occupational plans?

( ) 54. counseling a student about his choice of a college?

Questions 55-60: How much weight should be given to vocational-interest-inventory scores in

( ) 55. assigning a student to an accelerated track or a special class (or classes) for advanced students?

( ) 56. assigning a student to a special class (or classes) for slow students?

( ) 57. writing a recommendation for college admissions or scholarship aid?

( ) 58. allowing a student to take extra courses?

( ) 59. counseling a student on occupational plans?

( ) 60. counseling a student about his choice of a college?

Questions 61-66: How much weight should be given to recommendations of former teachers in

( ) 61. assigning a student to an accelerated track or a special class (or classes) for advanced students?

( ) 62. assigning a student to a special class (or classes) for slow students?

( ) 63. writing a recommendation for college admissions or scholarship aid?

( ) 64. allowing a student to take extra courses?

( ) 65. counseling a student on occupational plans?

( ) 66. counseling a student about his choice of a college?

Questions 67-72: How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in

( ) 67. assigning a student to an accelerated track or a special class (or classes) for advanced students?

( ) 68. assigning a student to a special class (or classes) for slow students?

( ) 69. writing a recommendation for college admissions or scholarship aid?

( ) 70. allowing a student to take extra courses?

( ) 71. counseling a student on occupational plans?

( ) 72. counseling a student on his choice of a college?

73. In cases where a student's aptitude or IQ scores are considerably higher than other indications of his ability (e.g., grades, achievement-test scores), what effect would this be likely to have on the amount of weight you would give to the IQ scores in making decisions like those specified in the preceding questions?

( ) 1. Considerably more weight
( ) 2. Slightly more weight
( ) 3. Slightly less weight
( ) 4. Considerably less weight
( ) 5. It would probably not have any effect.
( ) 6. I don't know.

74. In cases where a student's aptitude or IQ scores are considerably lower than other indications of his ability (e.g., grades, achievement-test scores), what effect would this be likely to have on the amount of weight you would give to the IQ scores in making decisions like those given in the preceding questions?

( ) 1. Considerably more weight
( ) 2. Slightly more weight
( ) 3. Slightly less weight
( ) 4. Considerably less weight
( ) 5. It would probably not have any effect.
( ) 6. I don't know.

75. How do you feel about the use of standardized achievement-test scores by school administrators for evaluating the effectiveness of teachers?

( ) 1. This is almost always the best way of evaluating a teacher's effectiveness.
( ) 2. This is sometimes the best way of evaluating a teacher's effectiveness.
( ) 3. This is a relatively poor way of evaluating a teacher's effectiveness.
( ) 4. Achievement test scores should never be used for evaluating a teacher's effectiveness.

YOUR OPINIONS ABOUT
SCHOOL-SPONSORED STANDARDIZED TESTING
AND EXTERNALLY SPONSORED TESTING

76. How do you feel about the number of school-sponsored standardized tests that are given in your school?

( ) 1. Far too many tests are given.
( ) 2. Too many tests are given.
( ) 3. About the right number of tests are given.
( ) 4. Too few tests are given.
( ) 5. Far too few tests are given.
( ) 6. No opinion

77. How do you feel about the amount of use that is made of scores on school-sponsored standardized tests in your school?

( ) 1. Much more use should be made of test scores.
( ) 2. Slightly more use should be made of test scores.
( ) 3. About the right amount of use is being made of test scores.
( ) 4. Slightly less use should be made of test scores.
( ) 5. Much less use should be made of test scores.
( ) 6. No opinion

78. How do you feel about the ways in which scores on school-sponsored standardized tests are being used in your school?

( ) 1. Very different uses should be made of test scores.
( ) 2. Slightly different uses should be made of test scores.
( ) 3. Test scores are used in about the right ways.
( ) 4. No opinion

79. How do you feel about the number of externally-sponsored tests that are given in your school?

( ) 1. Far too many externally sponsored tests are given.
( ) 2. Too many tests are given.
( ) 3. About the right number of tests are given.
( ) 4. Too few tests are given.
( ) 5. Far too few tests are given.
( ) 6. No opinion

FAMILIARITY WITH STANDARDIZED TESTS

Use the following scale in answering questions 80-95.

1. I have never heard of the test.
2. I recognize the name but have no other knowledge about the test.
3. I know what the test measures only in a general way.
4. I have examined (or studied about) the test and am familiar with it.

For questions 80-95, write in the parentheses at the left of each test title the number of the statement in the scale given above that best indicates your degree of familiarity with the test. Be sure to write in a number for each test.

( ) 80. Stanford-Binet Intelligence Test

( ) 81. Wechsler Intelligence Scales

( ) 82. Bell Adjustment Inventory

( ) 81. Strong Vocational Interest Blanks

( ) 84. Differential Aptitude Tests

( ) 85. Minnesota Multiphasic Personality Inventory

( ) 86. Kuder Preference Record, Vocational Form C

( ) 87. California Test of Mental Maturity

( ) 88. California Test of Personality

( ) 89. Otis Quick-Scoring Test of Mental Ability

( ) 90. Lorge-Thorndike Intelligence Tests

( ) 91. Iowa Tests of Educational Development

( ) 92. School and College Ability Test (SCAT)

( ) 93. Sequential Tests of Educational Progress (STEP)

( ) 94. College Board Scholastic Aptitude Test (SAT)

( ) 95. Preliminary Scholastic Aptitude Test (PSAT)

Directions: Place an "X" in the parentheses corresponding to the answer you choose for each question.

96. Have you ever seen a copy of the booklet, A Description of the College Board Scholastic Aptitude Test (published by Educational Testing Service)?

( ) 1. Yes, a copy of each year's edition is distributed to teachers in our school.
( ) 2. Yes.
( ) 3. No, but I have often wondered how I might get a copy.
( ) 4. No, this is the first time I have seen a reference to the booklet.
( ) 5. No.

97. Have you ever taken the SAT?

( ) 1. Yes, more than once.
( ) 2. Yes, once.
( ) 3. I don't think so.
( ) 4. No.
( ) 5. I don't know.

98.. Have you ever examined a complete copy (not just sample questions) of the College Board Scholastic Aptitude Test (SAT)? Do not count your own pre-college experience in taking the SAT.

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

99. Have you ever examined a complete copy of the Preliminary Scholastic Aptitude Test (PSAT), which is administered in many schools in October of each school year?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

100. Have you ever examined a complete copy of the National Merit Scholarship Qualifying Test?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

101. Have you ever examined a complete copy of any of the tests in the American College Testing program?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

102. Have you ever examined a complete copy of any of the College Board achievement tests?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

B

103. Have you ever seen a complete copy of any other standardized achievement tests (for example, the Iowa Tests of Educational Development)?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

Questions 104-109: Which of the following kinds of tests have you personally administered at least once since you began teaching? (Be sure to mark an answer for each type of test.)

(1) (2)
Yes No
( ) ( ) 104. Group intelligence test (e.g., Otis or Lorge-Thorndike)
( ) ( ) 105. Standardized achievement test (e.g., Iowa Tests of Educational Development)
( ) ( ) 106. Individual intelligence test (e.g., Stanford-Binet or Wechsler)
( ) ( ) 107. Vocational-interest inventory (e.g., Kuder)
( ) ( ) 108. Personality or adjustment inventory
( ) ( ) 109. Standardized aptitude test (e.g., DAT)

Questions 110-115: Which of the following kinds of tests are you routinely responsible for administering every year (or every other year)? (Be sure to mark an answer for each type of test.)

(1) (2)
Yes No
( ) ( ) 110. Group intelligence test
( ) ( ) 111. Standardized achievement test
( ) ( ) 112. Individual intelligence test
( ) ( ) 113. Vocational-interest inventory
( ) ( ) 114. Personality or adjustment inventory
( ) ( ) 115. Standardized aptitude test

Questions 116-121: Which of the following kinds of tests have you been responsible for scoring at least once since you began teaching? (Be sure to mark an answer for each type of test.)

(1) (2)
Yes No
( ) ( ) 116. Group intelligence test
( ) ( ) 117. Standardized achievement test
( ) ( ) 118. Individual intelligence test
( ) ( ) 119. Vocational-interest inventory
( ) ( ) 120. Personality or adjustment inventory
( ) ( ) 121. Standardized aptitude test

Questions 122-127: Which of the following kinds of tests have you been routinely responsible for scoring? (Be sure to mark an answer for each type of test.)

(1) (2)
Yes No
( ) ( ) 122. Group intelligence test
( ) ( ) 123. Standardized achievement test
( ) ( ) 124. Individual intelligence test
( ) ( ) 125. Vocational-interest inventory
( ) ( ) 126. Personality or adjustment inventory
( ) ( ) 127. Standardized aptitude test

ACCESS TO STANDARDIZED TEST SCORES

Use the following scale in answering questions 128-132.

1. No opinion
2. No, teachers should never see these scores.
3. Teachers should be allowed to see these scores only under special circumstances.
4. Teachers should have access to these scores whenever they wish.
5. Yes, teachers should receive these scores routinely.

For questions 128-132, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 128. Do you feel that teachers ought to have their pupils' IQ scores?
( ) 129. Do you feel that teachers ought to have college-admissions-test scores (e.g., SAT or ACT)?
( ) 130. Do you feel that teachers ought to have their pupils' scores on standardized achievement tests (like the Iowa s Tests of Educational Development)?
( ) 131. Do you feel that teachers ought to have their pupils' scores on vocational-interest inventories given by the school?
( ) 132. Do you feel that teachers ought to have their pupils' scores on personality tests given by the school?

133. Do you think teachers should ever give a high-school student specific information about his intelligence (e.g., either his IQ or its percentile rank)?

( ) 1. Yes, to most or all students whether the student asks for it or not.
( ) 2. Yes, to any pupils that ask about it.
( ) 3. Yes, to some students whether or not they ask about it.
( ) 4. Yes, to some students if they ask about it
( ) 5. Only under special circumstances.
( ) 6. No, never.
( ) 7. No opinion

134. Do you think teachers should ever give a high-school student general information about his intelligence (e.g., a general idea of where he stands relative to the other pupils in his class)?

( ) 1. Yes, to most or all students whether the student asks for it or not.
( ) 2. Yes, to any pupils that ask about it.
( ) 3. Yes, to some students whether or not they ask about it.
( ) 4. Yes, to some students if they ask about it.
( ) 5. Only under special circumstances.
( ) 6. No, never.

135. Do you think teachers should ever give a pupil's parents specific information about the pupil's intelligence (e.g., his IQ or its percentile rank)?

( ) 1. Yes, to most or all parents.
( ) 2. Yes, to any parent that asks about it.
( ) 3. Yes, to some parents whether or not they ask about it.
( ) 4. Yes, to some parents if they ask about it.
( ) 5. Only under special circumstances.
( ) 6. No, never.
( ) 7. No opinion

136. Do you think teachers should ever give a pupil's parents general information about the pupil's intelligence (e.g., a general idea of where the student stands relative to the other pupils in his class)?

( ) 1. Yes, to most or all parents.
( ) 2. Yes, to any parent that asks about it.
( ) 3. Yes, to some parents whether or not they ask about it.
( ) 4. Yes, to some parents if they ask about it.
( ) 5. Only under special circumstances.
( ) 6. No, never.
( ) 7. No opinion

Use the following scale in answering questions 137-142.

1. No, my pupils don't take this test.
2. No, I have never known any of my pupils' scores.
3. Yes, although I do not normally have access to these scores, I have sometimes known one of my pupil's scores.
4. Yes, I have access to these scores and I occasionally look at the records.
5. Yes, I have access to these scores and I frequently look at the records.
6. Yes, I routinely receive most or all of these scores.

For questions 137-142, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 137. Have you ever known any of your pupils' intelligence-test scores?

( ) 138. Have you ever known any of your pupils' college-admissions test scores (SAT or ACT)?

( ) 139. Have you ever known any of your pupils' National Merit Scholarship Qualifying Test scores?

( ) 140. Have you ever known any of your pupils' scores on any standardized achievement tests (like the Iowa Tests of Educational Development) given by your school?

( ) 141. Have you ever known any of your pupils' scores on vocational-interest inventories given by your school?

( ) 142. Have you ever known any of your pupils' scores on personality tests given by your school?

143. Have you ever given a student specific information about his intelligence (either his IQ or its percentile rank)?

( ) 1. Yes, to most or all of my pupils.
( ) 2. Yes, to many students.
( ) 3. Yes, to some students.
( ) 4. Yes, to a few students.
( ) 5. No. Although I have access to my pupils' intelligence-test scores, I have never given any of them specific information about their intelligence.
( ) 6. No, I do not have access to my pupils' intelligence-test scores.

144. Have you ever given a pupil general information about his intelligence (e.g., a general idea of where he stands relative to the other pupils in his class)?

( ) 1. Yes, to most or all of my students.
( ) 2. Yes, to many students.
( ) 3. Yes, to some students.
( ) 4. Yes, to a few students.
( ) 5. No. Although I have access to my pupils' intelligence-test scores, I have never given them general information about their intelligence.
( ) 6. No, I do not have access to my pupils' intelligence-test scores.

145. Have you ever given a parent specific information about his child's intelligence (e.g., either an IQ or its percentile rank)?

( ) 1. Yes, to most or all of my students' parents.
( ) 2. Yes, to many parents.
( ) 3. Yes, to some parents.
( ) 4. Yes, to a few parents.
( ) 5. No. Although I have access to my pupils' intelligence-test scores, I have never given a parent specific information about his child's intelligence.
( ) 6. No, I do not have access to pupils' intelligence-test scores.

146. Have you ever given a parent general information about his child's intelligence?

( ) 1. Yes, to most or all of my students' parents.
( ) 2. Yes, to many parents.
( ) 3. Yes, to some parents.
( ) 4. Yes, to a few parents.
( ) 5. No. Although I have access to my pupils' intelligence-test scores, I have never given a parent general information about his child's intelligence.
( ) 6. No, I do not have access to my pupils' intelligence-test scores.

147. In general, do you feel that you have an accurate estimate of how intelligent your students are?

( ) 1. Yes, I am fairly sure I know how intelligent all of my students are.
( ) 2. Yes, I am fairly sure I know how intelligent most of my students are.
( ) 3. I am fairly sure I know how intelligent a few of my students are.
( ) 4. No, I do not know how intelligent any of my students are.

148. Do you feel that your students have an accurate estimate of how intelligent they are?

( ) 1. Yes, all of my students have a fairly accurate estimate.
( ) 2. Yes, most have a fairly accurate estimate.
( ) 3. A few of my students have a fairly accurate estimate.
( ) 4. No. None of my students has a fairly accurate estimate.
( ) 5. I don't know.

149. Have you ever had a student indicate to you that he did not know how intelligent he was?

( ) 1. Frequently
( ) 2. Occasionally
( ) 3. Rarely
( ) 4. Never
( ) 5. I don't remember.

150. How often do your students ask you for information about their abilities?

( ) 1. Frequently
( ) 2. Occasionally
( ) 3. Rarely
( ) 4. Never

151. How frequently do parents of your students ask you for information about their children's abilities?

( ) 1. Frequently
( ) 2. Occasionally
( ) 3. Rarely
( ) 4. Never

152. In general, about how many of the parents you come in contact with have a good idea of how intelligent their children are?

( ) 1. All or nearly all
( ) 2. Most
( ) 3. Some
( ) 4. None
( ) 5. I don't know.

153. Do you feel that teachers, counselors, psychologists, etc. should give high-school students specific information concerning their intelligence (e.g., IQ's or their percentile ranks)?

( ) 1. All students should be given specific information routinely.
( ) 2. Most students should be given specific information.
( ) 3. Only in special cases
( ) 4. No students should ever by given specific information.
( ) 5. No opinion

USE OF STANDARDIZED-TEST SCORES

Use the following scale in answering questions 154-157.

1. I don't know.
2. No, I do not have access to these scores.
3. No. Although I have access to these scores, I have never used them for this.
4. Yes, occasionally.
5. Yes, frequently.
6. Yes, always or nearly always.

For questions 154-157, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 154. Have you ever used a pupil's intelligence-test score as one basis for assigning him a grade in one of your classes?

( ) 155. Have you ever considered a pupil's college-admissions-test scores as one basis for assigning him a grade in one of your classes?

( ) 156. Have you ever made use of a pupil's intelligence-test score in advising him about his work in your course (or other courses)?

( ) 157. Have you ever made use of a pupil's college-admissions-test score in advising him about his work in your course (or other courses)?

158. Do you think that a teacher should take into account the average intelligence level of a class when she sets the passing mark in assigning grades?

( ) 1. Yes, always or nearly always.
( ) 2. Yes, frequently.
( ) 3. Only in special cases.
( ) 4. No, never.
( ) 5. No opinion

B

159. Do you think that a teacher should take into account the average college-admissions-test scores of a class when she sets the passing mark in assigning grades?

( ) 1. Yes, always or nearly always.
( ) 2. Yes, frequently.
( ) 3. Only in special cases.
( ) 4. No, never.
( ) 5. No opinion

(1) (2)
Yes No

PREPARATION FOR TESTS

( ) ( ) 160. Have you ever prepared students for a standardized test by teaching them shortly in advance of the test administration specific information you knew was included in the test?

( ) ( ) 161. Have you ever prepared students for a standardized test by teaching them shortly in advance of the test administration how to take such tests (how to distribute their time wisely, whether to mark answers to all questions, etc.)?

( ) ( ) 162. Have you ever prepared students for a standardized test by emphasizing over a considerable period of time the kind of subject matter covered by the test (without any knowledge about specific test items)?

Directions: In answering the following questions, we would like you to consider "preparing students specifically for taking standardized tests" as referring to any situation in which you made a conscious effort to improve your pupils' performance on a standardized test either through emphasizing subject matter that you thought might be covered on the test or by giving instruction in how to take tests or answer specific types of questions.

163. Have you ever made an effort to prepare your classes specifically for taking standardized achievement tests (e.g., the Iowa Tests of Educational Development or the College Board Achievement tests)?

( ) 1. Yes, a major part of at least one of the courses I teach is designed specifically for this purpose.
( ) 2. Yes, a minor part of at least one of the courses I teach is for this purpose.
( ) 3. Yes, occasionally.
( ) 4. No, never.

164. Have you ever made an effort to prepare your classes specifically for taking standardized aptitude or intelligence tests (e.g., the Scholastic Aptitude Test of the College Board)?

( ) 1. Yes, a major part of at least one of the courses I teach is designed specifically to prepare students for one or both of these tests.
( ) 2. Yes, a minor part of at least one of the courses I teach is for this purpose.
( ) 3. Yes, occasionally.
( ) 4. No, never.

Use the following scale in answering questions 165-169.

1. Yes, frequently
2. Yes, occasionally
3. Yes, once or twice
4. No, never

For questions 165-169, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 165. Have you ever made an effort to prepare any of your pupils specifically for standardized achievement tests on an individual basis in school?

( ) 166. Have you ever made an effort to prepare any of your pupils specifically for standardized achievement tests on an individual basis outside of school?

( ) 167. Have you ever made an effort to prepare any of your pupils specifically for scholastic aptitude or intelligence tests on an individual basis in school?

( ) 168. Have you ever made an effort to prepare any of your pupils specifically for scholastic aptitude or intelligence tests on an individual basis outside of school?

( ) 169. Have you ever conducted a special class designed to prepare students specifically for standardized tests?

170. Has your knowledge of the content of one or more standardized achievement tests in your field ever caused you to alter the content of the courses taught by you?

( ) 1. Yes, on several occasions.
( ) 2. Yes, on a few occasions.
( ) 3. Yes, on one occasion.
( ) 4. No.
( ) 5. I have no knowledge of the content of any standardized achievement test in my field.
( ) 6. I don't know.

171. Has your knowledge of the content of one or more standardized achievement tests in your field ever caused you to change your teaching methods (but not the content of your courses)?

( ) 1. Yes, on several occasions.
( ) 2. Yes, on a few occasions.
( ) 3. Yes, on one or two occasions.
( ) 4. No.
( ) 5. I have no knowledge of the content of any standardized achievement test in my field.
( ) 6. I don't know.

B

172. If you were to discover that a standardized achievement test which is used for college admissions differed in its emphasis on your field from the present content of your courses in this subject, do you feel that you would change your course in any way? (Assume that you were free to do so.)

( ) 1. Definitely
( ) 2. Probably
( ) 3. Probably not
( ) 4. Definitely not
( ) 5. I don't know.

Use the following scale in answering questions 173-183.

1. The school has no guidance counselor.
2. I don't know or can't remember.
3. No.
4. Yes, on one or two occasions.
5. Yes, on a few occasions.
6. Yes, on several occasions.

Please answer by writing in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 173. Have you ever been requested by the guidance counselor in your school to alter the content of any of your courses so that your students will be better prepared for standardized tests?

( ) 174. Have you ever been requested by the guidance counselor in your school to change your teaching methods or the order in which you present your material (but not the content of your courses) so that your students would be better prepared for standardized tests?

( ) 175. Have you ever been asked by the guidance counselor in your school to conduct one or more special classes designed to prepare pupils specifically for standardized tests?

( ) 176. Have you ever been asked by the principal or other administrative official of your school to alter the content of any of your courses so that your students would be better prepared for standardized tests?

( ) 177. Have you ever been asked by the principal or other administrative official of your school to change your teaching methods or the order in which you present your material (but not the content of your courses) so that your students would be better prepared for standardized tests?

( ) 178. Have you ever been asked by the parents of any of your pupils to alter the content of any of your courses so that your students would be better prepared for standardized tests?

( ) 179. Have you ever been asked by the parents of any of your pupils to change your teaching methods or the order in which you present your material (but not the content of your courses) so that your students would be better prepared for standardized tests?

( ) 180. Have you ever been asked by any of your pupils to alter the content of any of your courses so that they would be better prepared for standardized tests?

( ) 181. Have you ever been asked by any of your pupils to change your teaching methods or the order in which you present your material (but not the content of your courses) so that they would be better prepared for standardized tests?

( ) 182. Have you ever been asked by the principal or other administrative official of your school to conduct one or more special classes designed to prepare pupils specifically for standardized tests?

( ) 183. Have you ever been asked by the parents of any of your pupils to conduct one or more special classes designed to prepare pupils specifically for standardized tests?

184. Have you ever attended any clinics or meetings intended primarily to acquaint teachers with the content, philosophy, or methodology of standardized testing (not counting course taken in college or graduate school)?

( ) 1. Yes, within the last two years.
( ) 2. Yes, prior to the last two years.
( ) 3. Yes, both within the last two years and prior to that.
( ) 4. Never.
( ) 5. I don't remember.

185. Do you feel that teachers have a responsibility to try to prepare their students specifically for standardized achievement tests (e.g., the Iowa Tests of Educational Development or the College Board Achievement Tests)?

( ) 1. Yes, this is a major responsibility of a teacher.
( ) 2. Yes, this is a minor responsibility of a teacher.
( ) 3. Only in some cases.
( ) 4. No.
( ) 5. I have no opinion.

186. Do you feel that teachers have a responsibility to try to prepare their students specifically for standardized aptitude or intelligence tests (e.g., the College Board Scholastic Aptitude Test)?

( ) 1. Yes, this is a major responsibility of a teacher.
( ) 2. Yes, this is a minor responsibility of a teacher.
( ) 3. Only in some cases.
( ) 4. No.
( ) 5. I have no opinion.

187. How frequently do you use objective (that is, multiple-choice, true-false, matching, or completion) questions in tests that you prepare for your students?

( ) 1. Always or nearly always
( ) 2. Most of the time
( ) 3. Frequently
( ) 4. Occasionally
( ) 5. Never or almost never

188. How frequently do you use essay or short essay questions in tests that you prepare for your students?

( ) 1. Always or nearly always
( ) 2. Most of the time
( ) 3. Frequently
( ) 4. Occasionally
( ) 5. Never or almost never

YOUR OPINIONS ABOUT THE NATURE AND IMPORTANCE OF INTELLECTUAL ABILITY

Use the following scale in answering questions 189-191.

1. No opinion
2. It is not important at all.
3. It is less important than most other qualities.
4. It is about the same in importance as most other qualities.
5. It is more important than most other qualities.
6. It is the most important quality for success.

For questions 189-191, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to the question.

( ) 189. How important do you feel the kind of intelligence measured by standardized tests is for success in school or college?

( ) 190. How important do you feel the kind of intelligence measured by standardized tests is for success in one of the professions, such as law or medicine?

( ) 191. How important do you feel the kind of intelligence measured by standardized tests is for success in the business world?

192. Do you think standardized intelligence tests measure primarily the intelligence people are born with, or what they have learned?

( ) 1. IQ tests measure only inborn intelligence.
( ) 2. IQ tests measure mostly inborn intelligence but learning makes some difference.
( ) 3. IQ tests measure inborn intelligence and learning about equally.
( ) 4. IQ tests measure mostly learned knowledge, but inborn intelligence makes some difference.
( ) 5. IQ tests measure only learned knowledge.
( ) 6. No opinion

Use the following scale in answering questions 193-196.

1. They are completely different.
2. They are more different than alike.
3. They are similar, but there are many differences.
4. They are basically the same, but there are a few differences.
5. They are identical.

For questions 193-196, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 193. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in college?

( ) 194. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in graduate school?

( ) 195. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in one of the professions, such as law or medicine?

( ) 196. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in the business world?

Please go on to the Teachers Card Sort on the next page.

TEACHERS CARD SORT

General Directions: Assume that you are beginning the academic year as a classroom teacher in a school where you have not taught before. Each teacher is assigned a homeroom and is largely responsible for the guidance counseling of the students in it. Your homeroom group is made up of 28 eleventh-grade students.

Your first task as a homeroom teacher is to make recommendations to the principal regarding which of the students in your class should be placed in the accelerated eleventh-grade science class and which of them should be placed in the regular eleventh-grade science class.

Detailed directions about what you are to do are given on the next page.

B

DIRECTIONS

Your school keeps a record card for each student on which is entered his IQ score, his percentile ranks on several well-known achievement tests in a representative sample of American school children, and his percentile ranks on nine interest areas derived from the Kuder Preference Record, Vocational Form C. The higher a student's percentile rank, the higher his standing in relation to the norms sample.

This record also provides evaluations of the student made by his or her advisor. The advisors are teachers of long experience who have had some training in educational and vocational guidance.

On each of pages 3-16 of this booklet you will see reproductions of these record cards for each of two eleventh-grade students. The pupil's name, his age, and his grade level at the time the record card was filled out are given at the top of each record card. All of these cards were filled out at the end of grade 10. The data on them were obtained during each student's tenth-grade year.

Your task is to decide on the basis of the data about each of the 28 students whether he should be assigned to the accelerated science class or the regular science class in grade 11. In the accelerated class, the students are expected to learn at a faster pace and more intensively than in the regular class.

You should examine the information about each student, decide whether to recommend the accelerated or regular class for him, and indicate your decision by making an "X" on the corresponding line in the upper right-hand corner of his record card.

You may take as much time as you wish and place as many students as you wish in either science class.

A

YEARLY RECORD FOR GRADE 10

NAME Gregory Barton AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
		Reading	65	Mechanical	75
		Science	89	Computational	87
		Math	88	Scientific	83
		Social Studies	64	Persuasive	64
				Artistic	50
				Literary	43
				Musical	36
				Social Service	28
				Clerical	19

HOME-ROOM TEACHER: An excellent student high in achievement and ability.

ADVISOR: Well-liked. Capable. Conscientious. Excellent student.

B

YEARLY RECORD FOR GRADE 10

NAME Glen Chapman AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	109	Reading	26	Mechanical	23
		Science	25	Computational	21
		Math	26	Scientific	18
		Social Studies	24	Persuasive	41
				Artistic	63
				Literary	61
				Musical	48
				Social Service	83
				Clerical	87

HOME-ROOM TEACHER: Glen has his heart set on becoming a scientist like his father. Unfortunately his ability does not seem to warrant this. He accompanies his father to the lab evenings and weekends and loves every minute of it. He works very hard but does not seem to understand basic scientific concepts.

ADVISOR: Glen is keenly interested in all things scientific. All three science teachers have commented to me on his interest but they are worried that his ability is just not up to his ambitions.

A

YEARLY RECORD FOR GRADE 10
NAME Doris Sheehan AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	124	Reading	84		
		Science	82		
		Math	81		
		Social Studies	84		

HOME-ROOM TEACHER: This girl has no interest in anything but athletics. She spends all of her time in the gym. Her English teacher tells me she writes nearly all of her papers on games and sports.

ADVISOR: Interested only in sports. I have talked with her about becoming a physical education teacher but she says she wants to "play," not "teach."

B

YEARLY RECORD FOR GRADE 10
NAME John Dewitt AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	106	Reading	39		
		Science	26		
		Math	27		
		Social Studies	44		

HOME-ROOM TEACHER: John cares only for science. He is never happier than when he is "experimenting" in the little laboratory he built in his basement at home.

ADVISOR: Very interested in science. He told me that his chief problem was to decide which field of science to go into.

A

YEARLY RECORD FOR GRADE 10

NAME Mary Mullen AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	129			Mechanical	26
				Computational	29
				Scientific	32
				Persuasive	43
				Artistic	76
				Literary	54
				Musical	40
				Social Service	65
				Clerical	94

HOME-ROOM TEACHER: Every teacher who has this girl complains about her. She is near the bottom in all her classes; her work is rarely handed in on time; she practically refuses to recite or to answer when called on.

ADVISOR: I am concerned about Mary. She has no interest, no plans, no ambitions. She dislikes school intensely and refuses to work at anything. A very difficult girl.

B

YEARLY RECORD FOR GRADE 10

NAME Elaine Humphrey AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	120	Reading	81	Mechanical	85
		Science	82	Computational	87
		Math	82	Scientific	85
		Social Studies	84	Persuasive	16
				Artistic	49
				Literary	37
				Musical	43
				Social Service	21
				Clerical	31

HOME-ROOM TEACHER:

ADVISOR:

A

YEARLY RECORD FOR GRADE 10

NAME Margaret Hilton **AGE:** 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	103			Mechanical	82
				Computational	81
				Scientific	79
				Persuasive	58
				Artistic	42
				Literary	46
				Musical	48
				Social Service	60
				Clerical	22

HOME-ROOM TEACHER: Excellent student. The math teacher tells me that he has yet to call on Margaret for an explanation that she cannot provide.

ADVISOR: A born mathematician. Bright and capable girl. Will do well in any type of scientific research.

B

YEARLY RECORD FOR GRADE 10

NAME Margaret Nielson **AGE:** 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	109	Reading	23	Mechanical	21
		Science	26	Computational	17
		Math	24	Scientific	26
		Social Studies	26	Persuasive	40
				Artistic	37
				Literary	59
				Musical	63
				Social Service	25
				Clerical	87

HOME-ROOM TEACHER: Margaret is a capable and industrious student. She does good work in all her classes and is very popular with both her teachers and her peers.

ADVISOR: This girl has yet to make a firm decision regarding her future. Her chief interest lies in working in a hospital, but she does not want to become a nurse. I have discussed the possibilities of her becoming a laboratory technician, an X-ray technician, or doing medical research. Of these she prefers the last. Her interest and capability in science would make this a good choice for her.

A

YEARLY RECORD FOR GRADE 10

NAME Mildred Learch

AGE: 16

Accelerated Science ___

Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	106	Reading	23	Mechanical	67
		Science	25	Computational	81
		Math	23	Scientific	93
		Social Studies	26	Persuasive	63
				Artistic	39
				Literary	41
				Musical	16
				Social Service	32
				Clerical	19

HOME-ROOM TEACHER: A superior student. Does excellent work in all of her classes.

ADVISOR: One of our better students. No definite plans other than "college" as yet.

B

YEARLY RECORD FOR GRADE 10

NAME Ruth Skillman

AGE: 16

Accelerated Science ___

Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	106	Reading	73	Mechanical	88
		Science	85	Computational	81
		Math	88	Scientific	84
		Social Studies	76	Persuasive	48
				Artistic	53
				Literary	41
				Musical	37
				Social Service	47
				Clerical	55

HOME-ROOM TEACHER: This girl's ability is quite high. On two different occasions teachers have told me that when class discussion gets involved she can ask a question that cuts right to the heart of the matter.

ADVISOR: This girl wants to become a high-school teacher and I have encouraged her in this. She is of superior ability and I believe she will be quite successful in working with students.

A

YEARLY RECORD FOR GRADE 10

NAME Martin Anderson **AGE:** 16

Accelerated Science ___

Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	121				

HOME-ROOM TEACHER: This boy is near the bottom of his class in achievement. Many teachers have commented to me about his poor work.

ADVISOR: Poor worker. Very low in achievement. Interested only in athletics. Talks of being a professional athlete.

B

YEARLY RECORD FOR GRADE 10

NAME Burt Ingram **AGE:** 16

Accelerated Science ___

Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank

HOME-ROOM TEACHER: Inferior ability and achievement. Does failing work in most of his classes.

ADVISOR: No interest in school or any of his classes. Spends most of his time with his gang hanging around street corners. Below average in ability and achievement.

B

A PRECEDING PAGE BLANK-NOT FILMED

YEARLY RECORD FOR GRADE 10

NAME Paul Kilgore AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	121	Reading	81	Mechanical	85
		Science	83	Computational	87
		Math	84	Scientific	85
		Social Studies	82	Persuasive	41
				Artistic	16
				Literary	22
				Musical	19
				Social Service	38
				Clerical	21

HOME-ROOM TEACHER: I have heard two different teachers comment on Paul's lackadaisical attitude and class work, and I agree with them. His ability and achievement are both below average and his interest in his studies is nil.

ADVISOR: Paul is a difficult boy to talk to. When I try to get at the reason for his poor school work and total lack of interest he clams up and I get no where. His lack of ability is as apparent to all of his teachers as it is to me.

B

YEARLY RECORD FOR GRADE 10

NAME Keith Warren AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	123	Reading	84	Mechanical	33
		Science	81	Computational	45
		Math	81	Scientific	37
		Social Studies	83	Persuasive	81
				Artistic	69
				Literary	67
				Musical	52
				Social Service	86
				Clerical	49

HOME-ROOM TEACHER: This boy is extremely negative toward his work. He has come into serious conflict with two of his teachers. His achievement is very low, and in ability he is near the bottom of his class.

ADVISOR:

B

A

YEARLY RECORD FOR GRADE 10
NAME Bill Turner AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	123	Reading	64	Mechanical	36
		Science	44	Computational	50
		Math	41	Scientific	41
		Social Studies	72	Persuasive	63
				Artistic	81
				Literary	78
				Musical	82
				Social Service	46
				Clerical	79

HOME-ROOM TEACHER: Bill's ability is questionable. His teachers tell me that they frequently doubt that the work he hands in is his own. He rarely recites in class or enters into the discussion, and when called on he seems not to understand the question.

ADVISOR: Bill's parents have talked with me about whether to send him to college, but I doubt that he has the ability. Various comments about his behavior in class from teachers tend to support my judgment in this.

B

YEARLY RECORD FOR GRADE 10
NAME Norman Richardson AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	108	Reading	23	Mechanical	21
		Science	26	Computational	24
		Math	26	Scientific	24
		Social Studies	24	Persuasive	62
				Artistic	37
				Literary	39
				Musical	51
				Social Service	78
				Clerical	61

HOME-ROOM TEACHER:

ADVISOR:

A

YEARLY RECORD FOR GRADE 10

NAME Joyce Durwith AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	109				

HOME-ROOM TEACHER: A very capable girl. Does well in all of her classes.

ADVISOR: Very good student. Have talked with her about going on to college. She plans to study nuclear physics.

B

YEARLY RECORD FOR GRADE 10

NAME Alex Crane AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank

HOME-ROOM TEACHER: A top-notch student. Several teachers have commented to me about what a pleasure it is to have Alex in their classes. His work is always well done and always in on time. He seems interested in everything.

ADVISOR: This boy's only problem is in deciding what most interests him. He enjoys all of his classes and does very good work in all of them. To date he has considered Law, Medicine, Politics, and Teaching!

B

A

YEARLY RECORD FOR GRADE 10

NAME Kathy Parker **AGE:** 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
				Mechanical	81
				Computational	79
				Scientific	84
				Persuasive	31
				Artistic	64
				Literary	79
				Musical	42
				Social Service	37
				Clerical	61

HOME-ROOM TEACHER: An excellent student. Stands high in all of her classes, but is especially interested in English and literature.

ADVISOR: Plans to become a writer. Superior in ability and achievement. I have discussed colleges and college courses with her in detail.

B

YEARLY RECORD FOR GRADE 10

NAME Ruth Changer **AGE:** 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
		Reading	65	Mechanical	74
		Science	83	Computational	82
		Math	80	Scientific	86
		Social Studies	63	Persuasive	31
				Artistic	16
				Literary	25
				Musical	33
				Social Service	45
				Clerical	59

HOME-ROOM TEACHER: A bright girl but is below average in achievement. More interested in her duties as cheer-leader than in her school work.

ADVISOR: A pleasant and popular girl. Does not work up to her full capability. Plans to become a beautician and work in her sister's beauty parlor.

A

YEARLY RECORD FOR GRADE 10

NAME Bernice Eager AGE: 16

Accelerated Science ___

Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
Kuhlmann-Anderson:	122	Reading	84	Mechanical	87
		Science	84	Computational	85
		Math	84	Scientific	93
		Social Studies	81	Persuasive	40
				Artistic	27
				Literary	36
				Musical	31
				Social Service	43
				Clerical	22

HOME-ROOM TEACHER: Bernice is extremely bright. She loves her work in home economics and dreams of the day when she will have her own home and family. She has no interest in anything except home-planning and home-management.

ADVISOR: This girl's strong interest in home economics and her very high ability has led me to suggest that she enter this field professionally. She will have none of it. She has no interest in anything other than becoming a wife and mother.

B

YEARLY RECORD FOR GRADE 10

NAME Carroll Scott AGE: 16

Accelerated Science ___

Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	120	Reading	81	Mechanical	87
		Science	84	Computational	86
		Math	83	Scientific	93
		Social Studies	81	Persuasive	40
				Artistic	18
				Literary	26
				Musical	38
				Social Service	54
				Clerical	19

HOME-ROOM TEACHER: Below average in achievement. Work is sloppy and never on time. The only teacher who has not commented on this is the physical education teacher. She always gets A's in physical education.

ADVISOR: This girl's low achievement will prevent her from being successful in college. She is planning to attend college, and I have several times warned her that unless her achievement improves she will have difficulty in gaining admittance. She plans to become a physical-education teacher.

A

YEARLY RECORD FOR GRADE 10

NAME Frances DeLong AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	129	Reading	84		
		Science	82		
		Math	81		
		Social Studies	81		

HOME-ROOM TEACHER: This girl is a problem! Her work is very poor, her ability is definitely below average, and her attitude toward school and her teachers worse than both. Every teacher complains of her poor attitude and lack of interest.

ADVISOR: If this girl has any interests I cannot locate them. I have talked with her several times, but with no success. Her lack of ability and achievement are all part of the same picture.

B

YEARLY RECORD FOR GRADE 10

NAME Darrell O'Rourke AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
		Reading	28	Mechanical	42
		Science	17	Computational	39
		Math	14	Scientific	43
		Social Studies	26	Persuasive	84
				Artistic	68
				Literary	42
				Musical	27
				Social Service	65
				Clerical	79

HOME-ROOM TEACHER: Below average student, quite limited in ability and achievement. Careless about his work. Dislikes school.

ADVISOR: Ability and achievement are both limited.

A

YEARLY RECORD FOR GRADE 10

NAME Michael Vaughan AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	107	Reading	23	Mechanical	21
		Science	24	Computational	18
		Math	26	Scientific	24
		Social Studies	24	Persuasive	36
				Artistic	41
				Literary	32
				Musical	58
				Social Service	85
				Clerical	79

HOME-ROOM TEACHER: A very hard-working student. Gets good grades.

ADVISOR: Mike plans to become a high-school science teacher and I have encouraged him in this. I talked with his chemistry teacher who told me of the excellent work Mike did on his science projects. It seems as though he spent more time and did a more thorough job than anyone else in the class.

B

YEARLY RECORD FOR GRADE 10

NAME Robert Elliott AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	108	Reading	24		
		Science	26		
		Math	26		
		Social Studies	23		

HOME-ROOM TEACHER: Robert is a capable and hard-working student. He does good work in all of his classes. His ability is well above average.

ADVISOR: Plans to become a chemist or a physician. Does excellent work in his science classes.

B

Thank you for your cooperation. Please put the questionnaire in the accompanying envelope, seal the envelope, write your name on the outside of the envelope, and give it to your school principal. Your responses will be kept strictly confidential.

APPENDIX C

The Counselor Questionnaire

CONSEQUENCES OF ABILITY TESTING IN SCHOOLS

COUNSELORS QUESTIONNAIRE

The University of Pittsburgh in conjunction with the Russell Sage Foundation of New York has been given support by the U.S. Office of Education to study the consequences of ability testing in schools. Aptitude and achievement testing have sometimes been criticized on the basis of conjecture and not on scientifically established facts. It is our hope through this study to obtain accurate information about this important area.

We would greatly appreciate your cooperation in completing the following questionnaire concerning your experiences with standardized tests and your opinions about testing. We hope that you will be entirely candid in your answers to these questions.

General Directions: This questionnaire is to be completed by all school personnel who devote at least twenty per cent of their time to guidance and counseling. It should take about forty minutes to complete. Please try to fill it out at one sitting.

When you have finished, put the questionnaire in the accompanying envelope, seal the envelope, write your name on the outside of the envelope, and give it to your school principal. Your responses will be kept strictly confidential.

University of Pittsburgh
Russell Sage Foundation
1964

Name of school ____________ PRECEDING PAGE BLANK-NOT FILMED

City ____________________ State ____________________

School code number ____________________ Date ____________________

Directions: Please place all of your answers in this booklet. Answer each question as accurately and as frankly as possible but do not spend too much time on any one question. Please choose the one best answer for each question. ALL ANSWERS ARE STRICTLY CONFIDENTIAL.

Answer each question as indicated; place an "X" in the parentheses to the left of the answer you choose or write your answer in the space provided. If you choose the option "other (specify)" for any question, be sure to write in your answer on the line provided as well as marking an "X" in the parentheses.

YOUR BACKGROUND

1. Sex

( ) 1. Male
( ) 2. Female

2. Age

( ) 1. 25 or under
( ) 2. 26-30
( ) 3. 31-35
( ) 4. 36-40
( ) 5. 41-45
( ) 6. 46-50
( ) 7. 51-55
( ) 8. 56-60
( ) 9. Over 60

3. How many years of experience in counseling and guidance do you have?

_______ years

4. During how many of those years did you spend more than 50 per cent of your time in counseling and guidance?

_______ years

5. How many years of teaching experience do you have? Count each year in which you taught one or more courses.

_______ years

6. During how many of these years were you a full-time teacher?

_______ years

7. Greatest amount of education completed

( ) 1. High school
( ) 2. Some college
( ) 3. Bachelor's degree
( ) 4. Bachelor's degree, some credit toward master's
( ) 5. Master's degree
( ) 6. Master's degree, some credit toward Ph.D. or Ed.D.
( ) 7. Ph.D. or Ed.D.

8. Which of the following best describes the educational institution that awarded your highest degree?

( ) 1. Nonuniversity-affiliated teachers college
( ) 2. University-affiliated teachers college or school of education
( ) 3. University (but not in the school of education)
( ) 4. Liberal arts college
( ) 5. Other
( ) 6. No college degree

9. What was your major area of study leading to your highest degree?

( ) 1. Education
( ) 2. Guidance
( ) 3. Physical education or home economics
( ) 4. Psychology
( ) 5. Other social sciences
( ) 6. Natural sciences or mathematics
( ) 7. Humanities (English, history, etc.)
( ) 8. Languages
( ) 9. Other (specify) ____________________

10. Approximately how many graduate or undergraduate courses in the following general area have you had? Tests and Measurements (sample course titles: Individual Testing; Analysis of the Individual; Psychological Measurements; Diagnostic Testing; Group Tests and Techniques; Mental Measurements; Personality Testing; etc.)

( ) 1. None
( ) 2. One
( ) 3. Two
( ) 4. Three
( ) 5. Four
( ) 6. Five or more

11. Approximately how many graduate or undergraduate courses in the following general area have you had? Methods of Research (sample course titles: Research in Education; Statistical Methods in Education and Psychology; Statistics; Educational Statistics; Methods in Educational Research; Research Design; etc.)

( ) 1. None
( ) 2. One
( ) 3. Two
( ) 4. Three
( ) 5. Four
( ) 6. Five or more

12. Write in the parentheses on each of the following lines the per cent of your time now devoted to teaching that subject. (The per cents should sum to 100).

% Subject
( ) English
( ) Social Studies
( ) Science
( ) Mathematics
( ) Foreign languages
( ) Commercial (typing, shorthand, etc.)
( ) Art or Music
( ) Physical education
( ) Other (specify): ____________________
100 TOTAL

13. What is the title of your present position? (Mark your major title.)

( ) 1. Director of guidance and counseling
( ) 2. Guidance counselor
( ) 3. Teacher-counselor
( ) 4. Director of testing
( ) 5. Principal
( ) 6. Assistant Principal
( ) 7. Some other (specify) ____________________

14. For how many years have you held your present position?

__________ years

15. For how many students are you now responsible as a guidance counselor?

__________ students

16. Have you attended an NDEA Counseling and Guidance Institute?

( ) 1. No
( ) 2. Yes, for a summer session.
( ) 3. Yes, for an academic year.
( ) 4. Yes, both for a summer and an academic year.

YOUR OPINIONS ABOUT STANDARDIZED TESTS AND THEIR USE

17. How accurate do you feel most standardized intelligence or aptitude tests are in measuring a student's potential?

( ) 1. Much better than other measures of ability (e.g., teacher evaluations, nonstandardized tests)
( ) 2. Slightly better than other measures
( ) 3. No better than other measures
( ) 4. Not so good as other measures
( ) 5. Much worse than other measures
( ) 6. No opinion

18. Which one of the following kinds of information do you feel provides the single most accurate measure of a student's intellectual ability?

( ) 1. Grade average
( ) 2. Parents' opinions
( ) 3. Standardized achievement-test scores
( ) 4. IQ or scholastic aptitude-test scores
( ) 5. Teacher recommendations
( ) 6. The student's own opinion
( ) 7. Peers' opinions

19. Which one of the following kinds of information do you feel provides the second most accurate measure of a student's intellectual ability?

( ) 1. Grade average
( ) 2. Parents' opinions
( ) 3. Standardized achievement-test scores
( ) 4. IQ or scholastic aptitude-test scores
( ) 5. Teacher recommendations
( ) 6. The student's own opinion
( ) 7. Peers' opinions

20. Which one of the following kinds of information do you feel provides the third most accurate measure of a student's intellectual ability?

( ) 1. Grade average
( ) 2. Parents' opinions
( ) 3. Standardized achievement-test scores
( ) 4. IQ or scholastic aptitude-test scores
( ) 5. Teacher recommendations
( ) 6. The student's own opinion
( ) 7. Peers' opinions

Use the following scale in answering items 21-62.

1. None
2. A very slight amount
3. A fairly slight amount
4. A moderate amount
5. A fairly great amount
6. A great amount

In questions 21-63, we should like to know how much weight you think should be given to several different kinds of information, including test scores, in making decisions about a student or advising him about his future plans.

Please answer by writing in the parentheses at the left of each question the number of the statement in the scale given above that you think best answers it.

Questions 21-26: How much weight should be given to Intelligence-test scores in

( ) 21. assigning a student to an accelerated track or special class (or classes) for advanced students?

( ) 22. assigning a student to a special class (or classes) for slow students?

( ) 23. writing a recommendation for college admissions or scholarship aid?

( ) 24. allowing a student to take extra courses?

( ) 25. counseling a student on occupational plans?

( ) 26. counseling a student about his choice of a college?

Questions 27-32: How much weight should be given to standardized achievement-test scores in

( ) 27. assigning a student to an accelerated track or a special class (or classes) for advanced students?

( ) 28. assigning a student to a special class (or classes) for slow students?

( ) 29. writing a recommendation for college admissions or scholarship aid?

( ) 30. allowing a student to take extra courses?

( ) 31. counseling a student on occupational plans?

( ) 32. counseling a student about his choice of a college?

Questions 33-38: How much weight should be given to over-all grade average in

( ) 33. assigning a student to an accelerated track or special class (or classes) for advanced students?

( ) 34. assigning a student to a special class (or classes) for slow students?

( ) 35. writing a recommendation for college admissions or scholarship aid?

( ) 36. allowing a student to take extra courses?

( ) 37. counseling a student on occupational plans?

( ) 38. counseling a student about his choice of a college?

Questions 39-44: How much weight should be given to personality-test scores in

( ) 39. assigning a student to an accelerated track or special class (or classes) for advanced students?

( ) 40. assigning a student to a special class (or classes) for slow students?

( ) 41. writing a recommendation for college admissions or scholarship aid?

( ) 42. allowing a student to take extra courses?

( ) 43. counseling a student on occupational plans?

( ) 44. counseling a student about his choice of a college?

Questions 45-50: How much weight should be given to vocational-interest-test scores in

( ) 45. assigning a student to an accelerated track or a special class (or classes) for advanced students?

( ) 46. assigning a student to a special class (or classes) for slow students?

( ) 47. writing a recommendation for college admissions or scholarship aid?

( ) 48. allowing a student to take extra courses?

( ) 49. counseling a student on occupational plans?

( ) 50. counseling a student about his choice of a college?

Questions 51-56: How much weight should be given to recommendations of former teachers in

( ) 51. assigning a student to an accelerated track or a special class (or classes) for advanced students?

( ) 52. assigning a student to a special class (or classes) for slow students?

( ) 53. writing a recommendation for college admissions or scholarship aid?

( ) 54. allowing a student to take extra courses?

( ) 55. counseling a student on occupational plans?

( ) 56. counseling a student about his choice of a college?

Questions 57-62: How much weight should be given to information about a student's family background (e.g., father's occupation, financial status, etc.) in

( ) 57. assigning a student to an accelerated track or a special class (or classes) for advanced students?

( ) 58. assigning a student to a special class (or classes) for slow students?

( ) 59. writing a recommendation for college admissions or scholarship aid?

( ) 60. allowing a student to take extra courses?

( ) 61. counseling a student on occupational plans?

( ) 62. counseling a student on his choice of a college?

63. In cases where a student's aptitude or IQ scores are considerably higher than other indications of his ability (e.g., grades, achievement-test scores), what effect would this be likely to have on the amount of weight you would give to the IQ scores in making decisions like those specified in the preceding questions?

( ) 1. Considerably more weight
( ) 2. Slightly more weight
( ) 3. Slightly less weight
( ) 4. Considerably less weight
( ) 5. It would probably not have any effect.
( ) 6. I don't know.

C^1

64. In cases where a student's aptitude or IQ scores are considerably lower than other indications of his ability (e.g., grades, achievement-test scores), what effect would this be likely to have on the amount of weight you would give to the IQ scores in making decisions like those given in the preceding questions?

( ) 1. Considerably more weight
( ) 2. Slightly more weight
( ) 3. Slightly less weight
( ) 4. Considerably less weight
( ) 5. It would probably not have any effect.
( ) 6. I don't know.

YOUR OPINIONS ABOUT SCHOOL-SPONSORED STANDARDIZED TESTING AND EXTERNALLY-SPONSORED TESTING

65. How do you feel about the number of school-sponsored standardized tests that are given in your school?

( ) 1. Far too many tests are given.
( ) 2. Too many tests are given.
( ) 3. About the right number of tests are given.
( ) 4. Too few tests are given.
( ) 5. Far too few tests are given.
( ) 6. No opinion

66. How do you feel about the amount of use that is made of scores on school-sponsored standardized tests in your school?

( ) 1. Much more use should be made of test scores.
( ) 2. Slightly more use should be made of test scores
( ) 3. About the right amount of use is being made of test scores.
( ) 4. Slightly less use should be made of test scores.
( ) 5. Much less use should be made of test scores
( ) 6. No opinion

67. How do you feel about the ways in which scores on school-sponsored standardized tests are being used in your school?

( ) 1. Very different uses should be made of test scores.
( ) 2. Slightly different uses should be made of test scores.
( ) 3. Test scores are used in about the right ways.
( ) 4. No opinion

68. How do you feel about the number of externally-sponsored tests that are given in your school?

( ) 1. Far too many externally-sponsored tests are given.
( ) 2. Too many tests are given.
( ) 3. About the right number of tests are given.
( ) 4. Too few tests are given.
( ) 5. Far too few tests are given.
( ) 6. No opinion

FAMILIARITY WITH STANDARDIZED TESTS

Use the following scale in answering questions 69-84.

1. I have never heard of the test.
2. I recognize the name but have no other knowledge about the test.
3. I know what the test measures only in a general way.
4. I have examined (or studied about) the test and am familiar with it.

For questions 69-84, write in the parentheses at the left of each test title the number of the statement in the scale given above that best indicates your degree of familiarity with the test. Be sure to write in a number for each test.

( ) 69. Stanford-Binet Intelligence Test
( ) 70. Wechsler Intelligence Scales
( ) 71. Bell Adjustment Inventory
( ) 72. Strong Vocational Interest Blanks
( ) 73. Differential Aptitude Tests
( ) 74. Minnesota Multiphasic Personality Inventory
( ) 75. Kuder Preference Record, Vocational Form C
( ) 76. California Test of Mental Maturity
( ) 77. California Test of Personality
( ) 78. Otis Quick-Scoring Test of Mental Ability
( ) 79. Lorge-Thorndike Intelligence Tests
( ) 80. Iowa Test of Educational Development
( ) 81. School and College Ability Test (SCAT)
( ) 82. Sequential Tests of Educational Progress (STEP)
( ) 83. College Board Scholastic Aptitude Test (SAT)
( ) 84. Preliminary Scholastic Aptitude Test (PSAT)

Directions: Place an "X" in the parentheses corresponding to the answer you choose for each question.

85. Have you ever seen a copy of the booklet, A Description of the College Board Scholastic Aptitude Test (published by Educational Testing Service)?

( ) 1. Yes, a copy of each year's edition is distributed to teachers in our school.
( ) 2. Yes.
( ) 3. No, but I have often wondered how I might get a copy.
( ) 4. No, this is the first time I have seen a reference to the booklet.
( ) 5. No.

86. Have you ever taken the SAT?

( ) 1. Yes, more than once.
( ) 2. Yes, once.
( ) 3. I don't think so.
( ) 4. No.
( ) 5. I don't know.

87. Have you ever examined a complete copy (not just sample questions) of the College Board Scholastic Aptitude Test (SAT)? Do not count your own pre-college experience in taking the SAT.

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

88. Have you ever examined a complete copy of the Preliminary Scholastic Aptitude Test (PSAT), which is administered in many schools in October of each school year?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

89. Have you ever examined a complete copy of the National Merit Scholarship Qualifying Test?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

90. Have you ever examined a complete copy of any of the tests in the American College Testing program?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

91. Have you ever examined a complete copy of any of the College Board achievement tests?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

92. Have you ever seen a complete copy of any other standardized achievement tests (for example, the Iowa Tests of Educational Development)?

( ) 1. Yes, within the past two years.
( ) 2. Yes, prior to two years ago.
( ) 3. Yes, both within the past two years and prior to that.
( ) 4. I don't think so.
( ) 5. No.
( ) 6. I don't know.

Questions 93-98: Which of the following kinds of tests have you personally administered at least once since you began counseling? (Be sure to mark an answer for each type of test.)

1 Yes 2 No
( ) ( ) 93. Group intelligence test (e.g., Otis or Lorge-Thorndike)
( ) ( ) 94. Standardized achievement test (e.g., Iowa Test of Educational Development)
( ) ( ) 95. Individual intelligence test (e.g., Stanford-Binet or Wechsler)
( ) ( ) 96. Vocational-interest inventory (e.g., Kuder)
( ) ( ) 97. Personality or adjustment inventory
( ) ( ) 98. Standardized aptitude test (e.g., DAT)

Questions 99-104: Which of the following kinds of tests are you routinely responsible for administering every year (or every other year)? (Be sure to mark an answer for each type of test.)

1 Yes 2 No
( ) ( ) 99. Group intelligence test
( ) ( ) 100. Standardized achievement test
( ) ( ) 101. Individual intelligence test
( ) ( ) 102. Vocational-interest inventory
( ) ( ) 103. Personality or adjustment inventory
( ) ( ) 104. Standardized aptitude test

Questions 105-110: Which of the following kinds of tests have you been responsible for scoring at least once since you began counseling? (Be sure to mark an answer for each type of test.)

1 Yes 2 No
( ) ( ) 105. Group intelligence test
( ) ( ) 106. Standardized achievement test
( ) ( ) 107. Individual intelligence test
( ) ( ) 108. Vocational-interest inventory
( ) ( ) 109. Personality or adjustment inventory
( ) ( ) 110. Standardized aptitude test

Questions 111-116: Which of the following kinds of tests have you been routinely responsible for scoring? (Be sure to mark an answer for each type of test.)

1 Yes 2 No

( ) ( ) 111. Group intelligence test

( ) ( ) 112. Standardized achievement test

( ) ( ) 113. Individual intelligence test

( ) ( ) 114. Vocational-interest inventory

( ) ( ) 115. Personality or adjustment inventory

( ) ( ) 116. Standardized aptitude test

ACCESS TO STANDARDIZED-TEST SCORES

Use the following scale in answering questions 117-120.

1. Parents should routinely be given this information.
2. Parents should be given this information only if they request it.
3. Parents should be given this information only in special cases.
4. Parents should never be given this information.
5. I have no opinion about this.

For questions 117-120, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 117. How do you feel about providing the parents of high-school pupils with specific information (e.g., IQ's or percentile ranks) about their children's performance on intelligence tests?

( ) 118. How do you feel about providing the parents of high-school pupils with general information (but not IQ's or percentile ranks) about their children's performance on intelligence tests?

( ) 119. How do you feel about providing the parents of high-school pupils with specific information (e.g., scores or percentile ranks) about their children's performances on standardized achievement or aptitude tests?

( ) 120. How do you feel about providing the parents of high-school pupils with general information (but not scores or percentile ranks) about their children's performances on standardized achievement or aptitude tests?

Use the following scale in answering questions 121-124.

1. Pupils should routinely be given this information.
2. Pupils should be given this information only if they request it.
3. Pupils should be given this information only in special cases.
4. Pupils should never be given this information.
5. I have no opinion about this.

For questions 121-124, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 121. How do you feel about providing high-school pupils with specific information (e.g., IQ's or percentile ranks) about their intelligence?

( ) 122. How do you feel about providing high-school pupils with general information (but not IQ's or percentile ranks) about their intelligence?

( ) 123. How do you feel about providing high-school pupils with specific information (e.g., scores or percentile ranks) about their performance on standardized achievement or aptitude tests?

( ) 124. How do you feel about providing high-school pupils with general information (but not scores or percentile ranks) about their performance on standardized achievement or aptitude tests?

125. In talking with parents about their children, how often do you discuss the results of standardized tests?

( ) 1. Almost always
( ) 2. Frequently
( ) 3. Sometimes
( ) 4. Never

126. In talking with students about their plans and problems, how often do you discuss the results of standardized tests?

( ) 1. Almost always
( ) 2. Frequently
( ) 3. Sometimes
( ) 4. Never

127. In talking with other teachers about students, how often do you discuss the results of standardized tests?

( ) 1. Almost always
( ) 2. Frequently
( ) 3. Sometimes
( ) 4. Never

Use the following list of numbered statements in answering questions 128-131.

1. Copies of actual scores are given to the teacher to keep.
2. Copies of test results in descriptive form (not actual scores) are given to the teacher to keep.
3. Reports of results in some form are given to the teacher to give to students, and the teacher can look them over before handing them out.
4. Scores are kept in an administrative office and any teacher who wishes may look them up.
5. Scores are kept in a particular office and an appointed person will discuss the results with any teacher who requests this.
6. Scores are discussed with teachers only in special conferences or group meetings.
7. Scores are not made available to teachers except in special cases.
8. Tests are not given in this school.

For questions 128-131, write in the parentheses at the left of each question the number of the statement in the list given above that best expresses your answer to it.

What is the most common practice in your school about making available to teachers the results of

( ) 128. intelligence and scholastic-aptitude tests?

( ) 129. standardized achievement tests?

( ) 130. personality tests?

( ) 131. vocational-interest inventories?

Use the following list of numbered statements in answering questions 132-135.

1. Specific test results (either scores or percentile ranks) are given to pupils by teachers, counselors, or psychologists.
2. Specific test results (either scores or percentile ranks) are given to pupils only by counselors or psychologists.
3. Specific test results (either scores or percentile ranks) are given to pupils only by psychologists.
4. Specific test results (either scores or percentile ranks) are never given to pupils by anyone.
5. Tests are not given in this school.

For questions 132-135, write in the parentheses at the left of each question the number of the statement in the list given above that best expresses your answer to it.

What is the most common practice in your school about making available to pupils specific test results (e.g., scores or percentile ranks) on

( ) 132. standardized intelligence and scholastic-aptitude tests?

( ) 133. standardized achievement tests?

( ) 134. personality tests?

( ) 135. vocational-interest inventories?

Use the following list of numbered statements in answering questions 136-139.

1. Scores are routinely sent to parents in written form.
2. Scores are routinely given to parents in personal conferences.
3. Parents may receive scores routinely at their request.
4. Parents may receive scores only in special cases.
5. Parents may not receive scores, but can get interpretation of the results routinely.
6. Parents may not receive scores, and can get interpretation of the results only in special cases.
7. Test results are not given to parents in any form.
8. Tests are not given in this school.

For questions 136-139 write in the parentheses at the left of each question the number of the statement in the list given above that best expresses your answer to it.

What is the most common practice in your school about making available to parents the results of

( ) 136. intelligence and scholastic-aptitude tests?

( ) 137. standardized achievement tests?

( ) 138. personality tests?

( ) 139. vocational-interest inventories?

PREPARATION FOR TESTS

1 2
Yes No

( ) ( ) 140. Do the teachers in your school prepare pupils for standardized tests by teaching them shortly before the test administrations specific information that they know is included in the tests?

( ) ( ) 141. Do the teachers in your school prepare pupils for standardized tests by teaching them shortly before the test administrations how to take such tests (how to distribute their time wisely, whether to mark answers to all questions, etc.)?

( ) ( ) 142. Do the teachers in your school prepare pupils for standardized tests by emphasizing over a considerable period of time the kind of subject matter covered by the tests (without any knowledge of specific test items)?

In answering questions 143-156, consider the phrase "preparing students specifically for taking standardized tests" to mean that a conscious effort is made to improve the students' performance on a standardized test, either by emphasizing subject matter that might be covered by the test, or by giving instruction in how to take tests or to answer various types of questions.

143. Does your school offer any courses during regular school hours that are designed primarily to prepare students for standardized achievement or aptitude tests (for example, college admissions tests)?

( ) 1. Yes, several
( ) 2. Yes, one or two
( ) 3. No

144. Does your school offer any courses outside of regular school hours that are designed primarily to prepare students for standardized tests?

( ) 1. Yes, several
( ) 2. Yes, one or two
( ) 3. No

145. What proportion of those students who intend to go to college would you estimate will have attended at least one such course (either during or outside of regular school hours) before the end of the 12th grade?

( ) 1. All or nearly all
( ) 2. More than half
( ) 3. About half
( ) 4. Less than half
( ) 5. Only a small number
( ) 6. We have no such courses.

146. Do you know of any teachers in your school who spend a significant part of their class time (more than 10 per cent) preparing students specifically for standardized achievement or aptitude tests?

( ) 1. Yes, most teachers who teach college preparatory subjects
( ) 2. Yes, some teachers who teach college preparatory subjects
( ) 3. Yes, a few teachers
( ) 4. Yes, one or two teachers
( ) 5. No

Use the following scale in answering questions 147-152.

1. Yes, frequently
2. Yes, occasionally
3. Yes, once or twice
4. No, never

For questions 147-152, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 147. Have any of the teachers in your school ever asked you for information about the content of standardized intelligence or scholastic-aptitude tests which their students might take?

( ) 148. Have any of the teachers in your school ever asked you for information about the content of standardized achievement tests that their students might take?

( ) 149. Have you ever asked a teacher to alter the content of a course or refrain from changing the content of a course she was teaching so that her students would be better prepared for standardized tests?

( ) 150. Have you ever asked a teacher to change (or refrain from changing) her teaching methods or the order in which she presents material (but not the content of her course) so that her students would be better prepared for standardized tests?

( ) 151. In administrative or faculty discussions about the curriculum of your school (courses to be offered, content of courses, when to be offered, etc.), have you ever made recommendations that were designed primarily to improve the performance of students on standardized tests?

( ) 152. Have you ever been asked by the parents of a student in your school to try to improve the preparation of students for standardized tests by altering course content, curriculum offerings, or teaching methods?

153. Do you make available to teachers copies of standardized scholastic-aptitude or intelligence tests that you or your school receive?

( ) 1. Yes, I circulate copies routinely to all or most teachers.
( ) 2. Yes, I circulate copies routinely to some teachers, and they are available to all teachers.
( ) 3. They are available to all teachers.
( ) 4. Yes, under special circumstances.
( ) 5. No, although I have copies of standardized aptitude and intelligence tests.

154. Do you make available to teachers copies of standardized achievement tests which you or your school receive?

( ) 1. Yes, I circulate copies routinely to all or most teachers.
( ) 2. Yes, I circulate copies routinely to some teachers, and they are available to all teachers.
( ) 3. They are available to all teachers.
( ) 4. Yes, under special circumstances.
( ) 5. No, although I have copies of standardized achievement tests.
( ) 6. No, I do not have any such tests.

155. Do you feel that teachers have a responsibility to try to prepare their students specifically for standardized achievement tests (e.g., the Iowa Tests of Educational Development or College Board Achievement Tests)?

( ) 1. Yes, this is a major responsibility of a teacher.
( ) 2. Yes, this is a minor responsibility of a teacher.
( ) 3. Only in some cases.
( ) 4. No
( ) 5. I have no opinion.

156. Do you feel that teachers have a responsibility to try to prepare their students specifically for standardized aptitude or intelligence tests (e.g., the College Board Scholastic Aptitude Tests)?

( ) 1. Yes, this is a major responsibility of a teacher.
( ) 2. Yes, this is a minor responsibility of a teacher.
( ) 3. Only in some cases.
( ) 4. No
( ) 5. I have no opinion.

157. How frequently do you use objective (that is, multiple-choice, true-false, matching, or completion) questions in tests that you prepare for your students?

( ) 1. Always or nearly always
( ) 2. Most of the time
( ) 3. Frequently
( ) 4. Occasionally
( ) 5. Never or almost never
( ) 6. I do not teach any classes.

158. How frequently do you use essay or short essay questions in tests that you prepare for your students?

( ) 1. Always or nearly always
( ) 2. Most of the time
( ) 3. Frequently
( ) 4. Occasionally
( ) 5. Never or almost never
( ) 6. I do not teach any classes.

YOUR OPINIONS ABOUT THE NATURE AND IMPORTANCE OF INTELLECTUAL ABILITY

Use the following scale in answering questions 159-162.

1. They are completely different.
2. They are more different than alike.
3. They are similar, but there are many differences.
4. They are basically the same, but there are a few differences.
5. They are identical.

For questions 159-162, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to it.

( ) 159. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in college?

( ) 160. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in graduate school?

( ) 161. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in one of the professions, such as law or medicine?

( ) 162. Do you feel that there are differences between the kind of intelligence measured by standardized tests and the kind of intelligence necessary for success in the business world?

163. Do you think standardized intelligence tests measure primarily the intelligence people are born with, or what they have learned?

( ) 1. IQ tests measure only inborn intelligence.
( ) 2. IQ tests measure mostly inborn inteligence but learning makes some difference.
( ) 3. IQ tests measure inborn intelligence and learning about equally.
( ) 4. IQ tests measure mostly learned knowledge, but inborn intelligence makes some difference.
( ) 5. IQ tests measure only learned knowledge.
( ) 6. No opinion.

Use the following scale in answering questions 164-166.

1. No opinion
2. It is not important at all.
3. It is less important than most other qualities.
4. It is about the same in importance as most other qualities.
5. It is more important than most other qualities.
6. It is the most important quality for success.

For questions 164-166, write in the parentheses at the left of each question the number of the statement in the scale given above that best expresses your answer to the question.

( ) 164. How important do you feel the kind of intelligence measured by standardized tests is for success in school or college?

( ) 165. How important do you feel the kind of intelligence measured by standardized tests is for success in one of the professions, such as law or medicine?

( ) 166. How important do you feel the kind of intelligence measured by standardized tests is for success in the business world?

Please go on to the Counselors Card Sort on the next page.

COUNSELORS CARD SORT

General Directions: Assume that you are beginning the academic year as a guidance counselor in a school where you have not worked before. Each counselor is assigned a certain number of students for whose guidance he is responsible. You are assigned 28 eleventh-grade students.

Your first task as a counselor is to make recommendations to the principal regarding which of the 28 students assigned to you should be placed in the accelerated eleventh-grade science class and which of them should be placed in the regular eleventh-grade science class.

Detailed directions about what you are to do are given on the next page.

C

DIRECTIONS

Your school keeps a record card for each student on which is entered his IQ score, his percentile ranks on several well-known achievement tests in a representative sample of American school children, and his percentile ranks on nine interest areas derived from the Kuder Preference Record, Vocational Form C. The higher a student's percentile rank, the higher his standing in relation to the norms sample.

This record also provides evaluations of the student made by his or her advisor. The advisors are teachers of long experience who have had some training in educational and vocational guidance.

On each of pages 3-16 of this booklet you will see reproductions of these record cards for each of two eleventh-grade students. The pupil's name, his age, and his grade level at the time the record card was filled out are given at the top of each record card. All of these cards were filled out at the end of grade 10. The data on them were obtained during each student's tenth-grade year.

Your task is to decide on the basis of the data about each of the 28 students whether he should be assigned to the accelerated science class or the regular science class in grade 11. In the accelerated class, the students are expected to learn at a faster pace and more intensively than in the regular class.

You should examine the information about each student, decide whether to recommend the accelerated or regular class for him, and indicate your decision by making an "X" on the corresponding line in the upper right-hand corner of his record card.

You may take as much time as you wish and place as many students as you wish in either science class.

A

YEARLY RECORD FOR GRADE 10

NAME Gregory Barton AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
		Reading	65	Mechanical	75
		Science	89	Computational	87
		Math	88	Scientific	83
		Social Studies	64	Persuasive	64
				Artistic	50
				Literary	43
				Musical	36
				Social Service	28
				Clerical	19

HOME-ROOM TEACHER: An excellent student high in achievement and ability.

ADVISOR: Well-liked. Capable. Conscientious. Excellent student.

B

YEARLY RECORD FOR GRADE 10

NAME Glen Chapman AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	109	Reading	26	Mechanical	23
		Science	25	Computational	21
		Math	26	Scientific	18
		Social Studies	24	Persuasive	41
				Artistic	63
				Literary	61
				Musical	48
				Social Service	83
				Clerical	87

HOME-ROOM TEACHER: Glen has his heart set on becoming a scientist like his father. Unfortunately his ability does not seem to warrant this. He accompanies his father to the lab evenings and weekends and loves every minute of it. He works very hard but does not seem to understand basic scientific concepts.

ADVISOR: Glen is keenly interested in all things scientific. All three science teachers have commented to me on his interest but they are worried that his ability is just not up to his ambitions.

C

A

YEARLY RECORD FOR GRADE 10

NAME Doris Sheehan AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	124	Reading	84		
		Science	82		
		Math	81		
		Social Studies	84		

HOME-ROOM TEACHER: This girl has no interest in anything but athletics. She spends all of her time in the gym. Her English teacher tells me she writes nearly all of her papers on games and sports.

ADVISOR: Interested only in sports. I have talked with her about becoming a physical education teacher but she says she wants to "play," not "teach."

B

YEARLY RECORD FOR GRADE 10

NAME John Dewitt AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	106	Reading	39		
		Science	26		
		Math	27		
		Social Studies	44		

HOME-ROOM TEACHER: John cares only for science. He is never happier than when he is "experimenting" in the little laboratory he built in his basement at home.

ADVISOR: Very interested in science. He told me that his chief problem was to decide which field of science to go into.

C

A

YEARLY RECORD FOR GRADE 10

NAME Mary Mullen AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	129			Mechanical	26
				Computational	29
				Scientific	32
				Persuasive	43
				Artistic	76
				Literary	54
				Musical	40
				Social Service	65
				Clerical	94

HOME-ROOM TEACHER: Every teacher who has this girl complains about her. She is near the bottom in all her classes; her work is rarely handed in on time; she practically refuses to recite or to answer when called on.

ADVISOR: I am concerned about Mary. She has no interest, no plans, no ambitions. She dislikes school intensely and refuses to work at anything. A very difficult girl.

B

YEARLY RECORD FOR GRADE 10

NAME Elaine Humphrey AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	120	Reading	81	Mechanical	85
		Science	82	Computational	87
		Math	82	Scientific	85
		Social Studies	84	Persuasive	16
				Artistic	49
				Literary	37
				Musical	43
				Social Service	21
				Clerical	31

HOME-ROOM TEACHER:

ADVISOR:

C

A

YEARLY RECORD FOR GRADE 10

NAME Margaret Hilton AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	103			Mechanical	82
				Computational	81
				Scientific	79
				Persuasive	58
				Artistic	42
				Literary	46
				Musical	48
				Social Service	60
				Clerical	22

HOME-ROOM TEACHER: Excellent student. The math teacher tells me that he has yet to call on Margaret for an explanation that she cannot provide.

ADVISOR: A born mathematician. Bright and capable girl. Will do well in any type of scientific research.

B

YEARLY RECORD FOR GRADE 10

NAME Margaret Nielson AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	109	Reading	23	Mechanical	21
		Science	26	Computational	17
		Math	24	Scientific	26
		Social Studies	26	Persuasive	40
				Artistic	37
				Literary	59
				Musical	63
				Social Service	25
				Clerical	87

HOME-ROOM TEACHER: Margaret is a capable and industrious student. She does good work in all her classes and is very popular with both her teachers and her peers.

ADVISOR: This girl has yet to make a firm decision regarding her future. Her chief interest lies in working in a hospital, but she does not want to become a nurse. I have discussed the possibilities of her becoming a laboratory technician, an X-ray technician, or doing medical research. Of these she prefers the last. Her interest and capability in science would make this a good choice for her.

C

A

YEARLY RECORD FOR GRADE 10

NAME Mildred Learch AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	106	Reading	23	Mechanical	67
		Science	25	Computational	81
		Math	23	Scientific	93
		Social Studies	26	Persuasive	63
				Artistic	39
				Literary	41
				Musical	16
				Social Service	32
				Clerical	19

HOME-ROOM TEACHER: A superior student. Does excellent work in all of her classes.

ADVISOR: One of our better students. No definite plans other than "college" as yet.

B

YEARLY RECORD FOR GRADE 10

NAME Ruth Skillman AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	106	Reading	73	Mechanical	88
		Science	85	Computational	81
		Math	88	Scientific	84
		Social Studies	76	Persuasive	48
				Artistic	53
				Literary	41
				Musical	37
				Social Service	47
				Clerical	55

HOME-ROOM TEACHER: This girl's ability is quite high. On two different occasions teachers have told me that when class discussion gets involved she can ask a question that cuts right to the heart of the matter.

ADVISOR: This girl wants to become a high-school teacher and I have encouraged her in this. She is of superior ability and I believe she will be quite successful in working with students.

C

A

YEARLY RECORD FOR GRADE 10

NAME Martin Anderson **AGE:** 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	121				

HOME-ROOM TEACHER: This boy is near the bottom of his class in achievement. Many teachers have commented to me about his poor work.

ADVISOR: Poor worker. Very low in achievement. Interested only in athletics. Talks of being a professional athlete.

B

YEARLY RECORD FOR GRADE 10

NAME Burt Ingram **AGE:** 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank

HOME-ROOM TEACHER: Inferior ability and achievement. Does failing work in most of his classes.

ADVISOR: No interest in school or any of his classes. Spends most of his time with his gang hanging around street corners. Below average in ability and achievement.

C

A

YEARLY RECORD FOR GRADE 10

NAME Morton Dawson AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
				Mechanical	17
				Computational	28
				Scientific	31
				Persuasive	62
				Artistic	24
				Literary	23
				Musical	19
				Social Service	48
				Clerical	71

HOME-ROOM TEACHER: Poor student. Limited ability.

ADVISOR: Plans to become a chemist like his father and brother but his low ability and achievement make this possibility unlikely.

B

YEARLY RECORD FOR GRADE 10

NAME Catherine Kenny AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
		Reading	26	Mechanical	23
		Science	26	Computational	21
		Math	24	Scientific	18
		Social Studies	23	Persuasive	49
				Artistic	53
				Literary	57
				Musical	36
				Social Service	72
				Clerical	89

HOME-ROOM TEACHER: Catherine is a very conscientious student who gets along well with everyone. Although she works very hard and gets good marks she does not always seem to "grasp" the essentials.

ADVISOR: Is seriously considering becoming a high-school science teacher.

C

A

YEARLY RECORD FOR GRADE 10

NAME Paul Kilgore **AGE:** 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	121	Reading	81	Mechanical	85
		Science	83	Computational	87
		Math	84	Scientific	85
		Social Studies	82	Persuasive	41
				Artistic	16
				Literary	22
				Musical	19
				Social Service	38
				Clerical	21

HOME-ROOM TEACHER: I have heard two different teachers comment on Paul's lackadaisical attitude and class work, and I agree with them. His ability and achievement are both below average and his interest in his studies is nil.

ADVISOR: Paul is a difficult boy to talk to. When I try to get at the reason for his poor school work and total lack of interest he clams up and I get no where. His lack of ability is as apparent to all of his teachers as it is to me.

B

YEARLY RECORD FOR GRADE 10

NAME Keith Warren **AGE:** 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	123	Reading	84	Mechanical	33
		Science	81	Computational	45
		Math	81	Scientific	37
		Social Studies	83	Persuasive	81
				Artistic	69
				Literary	67
				Musical	52
				Social Service	86
				Clerical	49

HOME-ROOM TEACHER: This boy is extremely negative toward his work. He has come into serious conflict with two of his teachers. His achievement is very low, and in ability he is near the bottom of his class.

ADVISOR:

A

YEARLY RECORD FOR GRADE 10

NAME Bill Turner AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	123	Reading	64	Mechanical	36
		Science	44	Computational	50
		Math	41	Scientific	41
		Social Studies	72	Persuasive	63
				Artistic	81
				Literary	78
				Musical	82
				Social Service	46
				Clerical	79

HOME-ROOM TEACHER: Bill's ability is questionable. His teachers tell me that they frequently doubt that the work he hands in is his own. He rarely recites in class or enters into the discussion, and when called on he seems not to understand the question.

ADVISOR: Bill's parents have talked with me about whether to send him to college, but I doubt that he has the ability. Various comments about his behavior in class from teachers tend to support my judgment in this.

B

YEARLY RECORD FOR GRADE 10

NAME Norman Richardson AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	108	Reading	23	Mechanical	21
		Science	26	Computational	24
		Math	26	Scientific	24
		Social Studies	24	Persuasive	62
				Artistic	37
				Literary	39
				Musical	51
				Social Service	78
				Clerical	61

HOME-ROOM TEACHER:

ADVISOR:

C

A

YEARLY RECORD FOR GRADE 10

NAME Joyce Durwith

AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	109				

HOME-ROOM TEACHER: A very capable girl. Does well in all of her classes.

ADVISOR: Very good student. Have talked with her about going on to college. She plans to study nuclear physics.

B

YEARLY RECORD FOR GRADE 10

NAME Alex Crane

AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank

HOME-ROOM TEACHER: A top-notch student. Several teachers have commented to me about what a pleasure it is to have Alex in their classes. His work is always well done and always in on time. He seems interested in everything.

ADVISOR: This boy's only problem is in deciding what most interests him. He enjoys all of his classes and does very good work in all of them. To date he has considered Law, Medicine, Politics, and Teaching!

C

A

YEARLY RECORD FOR GRADE 10

NAME Kathy Parker AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
				Mechanical	81
				Computational	79
				Scientific	84
				Persuasive	31
				Artistic	64
				Literary	79
				Musical	42
				Social Service	37
				Clerical	61

HOME-ROOM TEACHER: An excellent student. Stands high in all of her classes, but is especially interested in English and literature.

ADVISOR: Plans to become a writer. Superior in ability and achievement. I have discussed colleges and college courses with her in detail.

B

YEARLY RECORD FOR GRADE 10

NAME Ruth Changer AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
		Reading	65	Mechanical	74
		Science	83	Computational	82
		Math	80	Scientific	86
		Social Studies	63	Persuasive	31
				Artistic	16
				Literary	25
				Musical	33
				Social Service	45
				Clerical	59

HOME-ROOM TEACHER: A bright girl but is below average in achievement. More interested in her duties as cheer-leader than in her school work.

ADVISOR: A pleasant and popular girl. Does not work up to her full capability. Plans to become a beautician and work in her sister's beauty parlor.

C

A

YEARLY RECORD FOR GRADE 10

NAME Bernice Eager

AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
Kuhlmann-Anderson:	122	Reading	84	Mechanical	87
		Science	84	Computational	85
		Math	84	Scientific	93
		Social Studies	81	Persuasive	40
				Artistic	27
				Literary	36
				Musical	31
				Social Service	43
				Clerical	22

HOME-ROOM TEACHER: Bernice is extremely bright. She loves her work in home economics and dreams of the day when she will have her own home and family. She has no interest in anything except home-planning and home-management.

ADVISOR: This girl's strong interest in home economics and her very high ability has led me to suggest that she enter this field professionally. She will have none of it. She has no interest in anything other than becoming a wife and mother.

B

YEARLY RECORD FOR GRADE 10

NAME Carroll Scott

AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	120	Reading	81	Mechanical	87
		Science	84	Computational	86
		Math	83	Scientific	93
		Social Studies	81	Persuasive	40
				Artistic	18
				Literary	26
				Musical	38
				Social Service	54
				Clerical	19

HOME-ROOM TEACHER: Below average in achievement. Work is sloppy and never on time. The only teacher who has not commented on this is the physical education teacher. She always gets A's in physical education.

ADVISOR: This girl's low achievement will prevent her from being successful in college. She is planning to attend college, and I have several times warned her that unless her achievement improves she will have difficulty in gaining admittance. She plans to become a physical-education teacher.

C

A

YEARLY RECORD FOR GRADE 10

NAME Frances DeLong AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	129	Reading	84		
		Science	82		
		Math	81		
		Social Studies	81		

HOME-ROOM TEACHER: This girl is a problem! Her work is very poor, her ability is definitely below average, and her attitude toward school and her teachers worse than both. Every teacher complains of her poor attitude and lack of interest.

ADVISOR: If this girl has any interests I cannot locate them. I have talked with her several times, but with no success. Her lack of ability and achievement are all part of the same picture.

B

YEARLY RECORD FOR GRADE 10

NAME Darrell O'Rourke AGE: 16

Accelerated Science ___
Regular Class ___

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
		Reading	28	Mechanical	42
		Science	17	Computational	39
		Math	14	Scientific	43
		Social Studies	26	Persuasive	84
				Artistic	68
				Literary	42
				Musical	27
				Social Service	65
				Clerical	79

HOME-ROOM TEACHER: Below average student, quite limited in ability and achievement. Careless about his work. Dislikes school.

ADVISOR: Ability and achievement are both limited.

A

YEARLY RECORD FOR GRADE 10

NAME Michael Vaughan AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
OTIS:	107	Reading	23	Mechanical	21
		Science	24	Computational	18
		Math	26	Scientific	24
		Social Studies	24	Persuasive	36
				Artistic	41
				Literary	32
				Musical	58
				Social Service	85
				Clerical	79

HOME-ROOM TEACHER: A very hard-working student. Gets good grades.

ADVISOR: Mike plans to become a high-school science teacher and I have encouraged him in this. I talked with his chemistry teacher who told me of the excellent work Mike did on his science projects. It seems as though he spent more time and did a more thorough job than anyone else in the class.

B

YEARLY RECORD FOR GRADE 10

NAME Robert Elliott AGE: 16

Accelerated Science ____
Regular Class ____

Intelligence Test	IQ	Achievement Test	Percentile Rank	Kuder Interest Area	Percentile Rank
California Test of Mental Maturity:	108	Reading	24		
		Science	26		
		Math	26		
		Social Studies	23		

HOME-ROOM TEACHER: Robert is a capable and hard-working student. He does good work in all of his classes. His ability is well above average.

ADVISOR: Plans to become a chemist or a physician. Does excellent work in his science classes.

Thank you for your cooperation. Please put the questionnaire in the accompanying envelope, seal the envelope, write your name on the outside of the envelope, and give it to your school principal. Your responses will be kept strictly confidential.

APPENDIX D

The Testing Program Questionnaire

CONSEQUENCES OF ABILITY TESTING IN SCHOOLS

TESTING PROGRAM QUESTIONNAIRE

The University of Pittsburgh in conjunction with the Russell Sage Foundation of New York has been given support by the U.S. Office of Education to study the consequences of ability testing in schools. Aptitude and achievement testing have sometimes been criticized on the basis of conjecture and not on scientifically established facts. It is our hope through this study to obtain accurate information about this important area.

We would greatly appreciate your cooperation in completing the following questionnaire concerning your school and the school testing program. Your answers will be kept strictly confidential. No school or individual will ever be identified in our reports.

University of Pittsburgh
Russell Sage Foundation
1964

Name of school ____

City ______________________________ State ______________________

School code number ____________________ Date ____________________

Directions: Please place all of your answers in this booklet. Answer each question as accurately as possible but do not spend too much time on any one question. ALL ANSWERS ARE STRICTLY CONFIDENTIAL.

Answer each question as indicated; place an "X" in the parentheses to the left of the answer you choose or write your answer in the space provided. If you choose the option "other (specify)" for any question, be sure to write in your answer on the line provided as well as marking an "X" in the parentheses.

1. Your official position:

( ) 1. Director of Guidance and Counseling
( ) 2. Counselor (not director)
( ) 3. Principal
( ) 4. Assistant Principal
( ) 5. Other (specify) ______________

____

2. Which descriptive phrase below best describes your school?

( ) 1. Comprehensive high school
( ) 2. Academic college preparatory school
( ) 3. Technical high school
( ) 4. Commercial high school
( ) 5. Vocational high school
( ) 6. Other

3. Write in the number of pupils now in grade 12 of your school.

__________ 12th-grade students

4. Write in the number of pupils now in grades 10, 11, and 12 in your school.

__________ students in grades 10, 11 and 12

5. Write in the approximate percentage of pupils in grades 10, 11, and 12 in your school who are in each type of program listed below. (The per cents should sum to 100%.)

_____ % 1. College preparatory program
_____ % 2. Commercial or business program
_____ % 3. Vocational, technical, or agricultural program
_____ % 4. General program
_____ % 5. Other program
100 % TOTAL

6. Grades included in your school:

( ) 1. K-12 or 1-12
( ) 2. 7-12
( ) 3. 8-11
( ) 4. 9-12
( ) 5. 10-12
( ) 6. 11-14
( ) 7. Other (specify) ______________

____

7. Write in the approximate percentage of boys who enter your grade 10 but drop out of school without graduating. (Do not include transfers to other schools.)

__________ %

8. Write in the approximate percentage of girls who enter your grade 10 but drop out of school without graduating. (Do not include transfers to other schools.)

_______ %

9. Write in the approximate percentage of boys in your graduating class of June 1963 who have already enrolled in the types of schools listed below.

_____ % 1. Four-year college
_____ % 2. Junior college
_____ % 3. Business school (not in a college or university)
_____ % 4. Technical school (not in a college or university)
_____ % 5. Some other type of school for high-school graduates

10. Write in the approximate percentage of girls in your graduating class of June 1963 who have already enrolled in the types of schools listed below.

_____ % 1. Four-year college
_____ % 2. Junior college
_____ % 3. Business school (not in a college or university)
_____ % 4. Technical school (not in a college or university)
_____ % 5. Some other type of school for high-school graduates

11. Which one of the descriptive phrases below best describes the homes of most of the pupils in your school?

( ) 1. Low-cost single houses
( ) 2. Moderate-priced single houses
( ) 3. Expensive single houses
( ) 4. Low-rental apartments
( ) 5. Moderate-rental apartments
( ) 6. High-rental apartments

12. From which one of the following types of areas do most of the pupils in your school come?

( ) 1. Urban residential
( ) 2. Urban commercial or industrial
( ) 3. Suburban residential
( ) 4. Suburban commercial or industrial
( ) 5. Small towns (under 5,000 population)
( ) 6. Rural or farm

13. Approximately what percentage of the fathers of your pupils in grades 10-12 are in professional, technical, or managerial occupations?

_______ %

14. Write in the average number of years of teaching experience of men at the time they begin their first year of teaching in your school.

_______ years

15. Write in the average annual salary of men during their first year of teaching in your school. (This may not be their first year of teaching in any school.)

$_______

16. Write in the average per-pupil expenditure for all purposes in your school system last year, grades 10-12 only.

$_______ per grade 10-12 pupil

17. Write in the approximate percentage of pupils in grades 10-12 in your school who are:

_______ % 1. of Spanish or Latin-American background.
_______ % 2. of oriental background
_______ % 3. American Indians
_______ % 4. Negroes

18. Are the following types of marks given regularly in your school?

(1) (2)
Yes No
( ) ( ) 1. Marks that show the level of a pupil's achievement according to standards set by his subject-matter teacher

( ) ( ) 2. Marks that show the level of a pupil's achievement according to standards set by the school system

( ) ( ) 3. Marks that show the level of a pupil's effort according to standards set by his own subject-matter teacher

( ) ( ) 4. Marks that show the level of a pupil's achievement relative to the average achievement in his class group

( ) ( ) 5. Marks that show the level of a pupil's achievement relative to his own level of mental ability

( ) ( ) 6. Marks that show the level of a pupil's achievement relative to his own level of effort

19. Are the following provisions for homogeneous grouping of pupils made in your school?

(1) (2)
Yes No
( ) ( ) 1. Pupils are grouped by mental ability in a few subjects.

( ) ( ) 2. Pupils are grouped by achievement level in a few subjects.

( ) ( ) 3. Pupils are grouped by mental ability in most subjects.

( ) ( ) 4. Pupils are grouped by achievement in most subjects.

20. Mark one or more of the following to show what special provisions, if any, are made for top-ranking pupils in your school.

(1) (2)
Yes No
( ) ( ) 1. We make no special provisions.

( ) ( ) 2. We group them in classes that use our own syllabuses but cover more subject matter than other classes.

( ) ( ) 3. We do not group them separately but we encourage them to take the Advanced Placement Tests.

( ) ( ) 4. We offer one or more courses that use syllabuses of the Advanced Placement Program.

( ) ( ) 5. We make other provisions not listed above.

21. Except for the reading test used in this project, are any standardized tests, inventories, or questionnaires given to pupils in your school?

( ) 1. Yes.
( ) 2. No.

If you answered "No" to question 21, omit questions 22-79, and go directly to question 68.

22-34. Please indicate by marking X's the types of standardized tests that have been administered during the past three years to pupils who attend your school and the individuals or groups to whom they are administered.

	Not given	All pupils in grade:			Individuals or groups of pupils in grade:		
		10	11	12	10	11	12
22. Achievement tests	( )	( )	( )	( )	( )	( )	( )
23. Group intelligence tests (Otis, etc.)	( )	( )	( )	( )	( )	( )	( )
24. Individual intelligence tests (Wechsler, etc.)	( )	( )	( )	( )	( )	( )	( )
25. Multi-aptitude tests	( )	( )	( )	( )	( )	( )	( )
26. National college admissions tests (CEEB, ACT, etc.)	( )	( )	( )	( )	( )	( )	( )
27. National scholarship tests (National Merit, Westinghouse, etc.)	( )	( )	( )	( )	( )	( )	( )
28. Statewide testing programs (Iowa, etc.)	( )	( )	( )	( )	( )	( )	( )
29. Special talents tests (music, art, etc.) etc.)	( )	( )	( )	( )	( )	( )	( )
30. Interest inventories	( )	( )	( )	( )	( )	( )	( )
31. Personality inventories	( )	( )	( )	( )	( )	( )	( )
32. Projective tests of personality (TAT, etc.)	( )	( )	( )	( )	( )	( )	( )
33. Biographical data inventories	( )	( )	( )	( )	( )	( )	( )
34. Other (specify) ________________	( )	( )	( )	( )	( )	( )	( )

35. Are standardized achievement tests given in grades 10, 11, and 12 in your school in one or more of the following fields?

(1) Yes	(2) No	
( )	( )	1. English fundamentals
( )	( )	2. Reading comprehension
( )	( )	3. Foreign language
( )	( )	4. Social studies
( )	( )	5. Biological science
( )	( )	6. Physical science
( )	( )	7. Mathematics
( )	( )	8. Other (specify) ________

Please use the following scale in answering questions 36-50.

1. Of no importance
2. Of very little importance
3. Fairly important
4. Very important

For questions 36-50, write in the parentheses the number of the phrase in the scale given above that best indicates the degree of importance attached to each of the following possible reasons for using tests in your school.

36. ( ) To meet state testing requirements

37. ( ) To section pupils in any given course by achievement level

38. ( ) To section pupils in any given grade by level of mental ability

39. ( ) To help in guiding pupils into appropriate curricula (commercial, college-preparatory, vocational, etc.)

40. ( ) To select among applicants for admission to your school

41. ( ) To compare the average scores of pupils with those of other schools

42. ( ) To measure the level of achievement of individual pupils at the end of a school year

43. ( ) To measure the gain in achievement made by individual pupils during a school year

44. ( ) To measure the average gain in achievement made by all pupils in a given course during a school year

45. ( ) To help pupils gain a better understanding of their strengths and weaknesses

46. ( ) To help in educational and vocational counseling of pupils

47. ( ) To help in counseling parents

48. ( ) To evaluate the school curriculum

49. ( ) To evaluate teacher effectiveness

50. ( ) To____________________

(Write in any reason not given and rate its importance.)

Please use the following scale in answering questions 51-66.

1. Never
2. Occasionally
3. Frequently
4. Very often

For questions 51-66, write in the parentheses the number of the word or phrase in the scale given above that best indicates how frequently scores from intelligence, scholastic-aptitude, or achievement tests are used in your school for each of the purposes listed below.

51. ( ) To diagnose reasons for failure to learn on the part of pupils

52. ( ) To assess pupil achievement

53. ( ) To provide a basis for school marks

54. ( ) To assess the potential learning ability of pupils

55. ( ) To provide a basis for individualizing instruction

56. ( ) To identify pupils who are under achievers or overachievers

57. ( ) To guide pupils in their choices of specific high-school subjects

Please use the following scale in answering questions 58-66.

1. Never
2. Occasionally
3. Frequently
4. Very often

58. ( ) To guide pupils in their choices of curricula (college-preparatory, commercial, vocational, etc.)

59. ( ) To guide pupils in their decisions about post-high-school education

60. ( ) To guide pupils in their choices of specific colleges

61. ( ) To guide pupils in their choices of occupations

62. ( ) To inform institutions of higher learning about their applicants for admission

63. ( ) To inform prospective employers about job applicants

64. ( ) To inform pupils about their own abilities and achievements

65. ( ) To inform teachers about the abilities and achievements of their pupils

66. ( ) To____________________

(Write in any purpose not given and rate its frequency of use.)

67. Write in the average number of hours that pupils spend taking standardized tests given by your school during their twelfth-grade year.

__________ hours

68. Write in the average number of hours that pupils spend taking standardized tests given by outside agencies (CEEB, ACT, National Merit, etc.) during their twelfth-grade year.

__________ hours

69. How does your school report the results of externally sponsored tests (CEEB, ACT, etc.) to pupils and parents?

( ) 1. The results are not reported in school.

( ) 2. Only the scores themselves are reported.

( ) 3. Only an interpretation of the scores is reported.

( ) 4. Both the scores themselves and an interpretation of them are reported.

70. How does your school report the results of tests sponsored by the school?

( ) 1. The results are not reported in school.

( ) 2. Only the scores themselves are reported.

( ) 3. Only an interpretation of the scores is reported.

( ) 4. Both the scores themselves and an interpretation of them are reported.

71. In which one of the following ways has the Parent Teachers Association had the greatest effect on your school's testing program during the last five years?

( ) 1. It has had no effect at all.

( ) 2. It has increased the program.

( ) 3. It has decreased the program.

( ) 4. It has changed the program in some other way.

( ) 5. It has never considered the program.

( ) 6. There is no Parent Teachers Association.

72. To what extent are the parents of pupils in your school provided with information about their children's aptitudes for learning school subjects?

( ) 1. This is never done.

( ) 2. This is done if the parents specially request it.

( ) 3. This is done if a teacher, guidance counselor, or principal takes the initiative in doing it.

( ) 4. This is done routinely on all report cards.

73. Is your school planning to make any significant changes in its testing program between the school years 1963-1964 and 1964-1965?

( ) 1. Yes.

( ) 2. No.

If you answered "No" to question 73, omit questions 74-83, and go directly to question 84.

Please use the following scale for answering questions 74-83.

1. This change is not needed or planned.
2. This change is needed but is not planned.
3. This change is planned but is not needed.
4. This change is both needed and planned.

For questions 74-83 write in the parentheses the number of the statement in the scale above that best indicates your reaction to each change suggested in your school testing program.

74. ( ) To introduce or use more multi-aptitude tests.

75. ( ) To introduce or use more standardized achievement tests

76. ( ) To introduce or use more interest inventories

77. ( ) To introduce or use more personality inventories

78. ( ) To improve the scoring of tests

79. ( ) To improve the recording of test scores

80. ( ) To improve the processing and reporting of test results to teachers, counselors, and administrators

81. ( ) To improve the interpretation of test results to pupils and their parents

82. ( ) To improve the interpretation of test results to teachers, counselors, and administrators

83. ( ) To make some other change (Specify)____________________

84. Does your school have a guidance program in which at least one person has been officially assigned, part time or full time, to counseling with pupils individually?

( ) 1. Yes.

( ) 2. No.

85. Does your school have definite plans to establish a counseling and guidance program within three years?

( ) 1. We already have a guidance program.

( ) 2. No, we have no definite plans to do this.

( ) 3. Yes, in 1964-1965.

( ) 4. Yes, in 1965-1966.

( ) 5. Yes, in 1966-1967.

Thank you for your cooperation.

APPENDIX E

Administrator's Guide for Students Questionnaire and Reading Comprehension Test

THE CONSEQUENCES OF ABILITY TESTING IN SCHOOLS

ADMINISTRATORS GUIDE

for

Students Questionnaire and Reading Comprehension Test

This guide provides detailed instructions for the administration of the Students Questionnaire and the Reading Comprehension Test.

Each administrator should thoroughly familiarize himself with the contents of this guide prior to administration.

University of Pittsburgh
Russell Sage Foundation
1964

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Administrators Guide for Students Questionnaire and Reading Comprehension Test

Part 1. General Information

I. The Study: Its Nature and Purpose

The "Consequences of Ability Testing in Schools" is a study of the impact of standardized ability testing on students and schools. Some of the objectives of the project are:

To describe high-school students' experiences with standardized tests and their use.

To evaluate the impact that the use of standardized testing is having on the students' educational plans and career aspirations.

To describe the attitudes and opinions of high-school students toward standardized tests and their use.

To collect information pertaining to high-school students' conceptions of intelligence and their conception of their own intelligence compared with that of others.

To describe the beliefs of high-school students regarding the importance of intelligence for success in school or on the job.

This project is being conducted by the University of Pittsburgh in conjunction with the Russell Sage Foundation of New York with the support of the U. S. Office of Education.

II. General Responsibilities

The administrator is the person directly responsible for the administration of the Students Questionnaire and Reading Comprehension Test to the students. He should work closely with the Local Coordinator for scheduling the time and place of administration; he should assist the Local Coordinator in maintaining the security of the materials; and should be thoroughly familiar with this guide at least several days prior to administration.

III. The Materials

A. Materials Supplied by the University of Pittsburgh

1. Materials supplied by the Project include:
   - a. Students Questionnaire booklet
   - b. Reading Comprehension Test booklet

c. Students Answer Sheets
d. Administrators Guide
e. Record Form

2. The first three items are supplied in sufficient quantity to allow one for each student. In addition, each examiner should have a set to refer to. A few extra copies are also included.

The Administrators Guide and the Record Form are supplied in sufficient quantity to allow one for each examiner and one for the Local Coordinator.

B. Materials Supplied by the Student and by the School

1. In most schools, the student will be expected to supply pencils. The pencils should have good erasers and soft lead, and they should be No. 2 or softer. (IBM pencils are not necessary, but they may be used if available.) Each student should have two well-sharpened pencils. He should have been reminded the day before the tests to be sure to bring them. Each class should have an extra supply of well-sharpened pencils on hand (with soft lead and good erasers to take care of emergencies--broken pencils, etc.).

2. The school will provide timing equipment. Stop watches or interval timers are preferable, though any watch or clock with a second hand may be used, if used carefully. Accurate timing is very important on the Reading Comprehension Test. Any problems on timing should be taken up with the Local Coordinator.

IV. Security of Materials

The Local Coordinator will have the responsibility for the security and distribution of all materials. The administrator should help the Local Coordinator maintain the security of the materials. Please do not request copies of the Students Questionnaire and Reading Comprehension Test before the day on which they are to be administered. This Guide contains sufficient information for administration of the Students Questionnaire and Reading Comprehension Test. You should obtain one copy of the Students Answer Sheet to review the instructions for completing the identification grid. When distributing the booklets and answer sheets, count carefully the number distributed to the students. Count them again when they are collected to be sure that all have been returned. Deliver all used and unused materials to the Local Coordinator immediately after administration.

V. Announcement of Project

Announce the project to all students a day or two before administration. At this time provide the students with some background as to the nature of the study. You should paraphrase, not read, some of the material contained in this Guide. You may wish to make the announcement in assembly.

The following points should be emphasized to the students:

1. The questionnaire is not a test and there are no right or wrong answers.

2. The reading test is brief and they should do their best.

3. Each student must be on time, or a little early.

4. Each student should bring pencils having good erasers and soft lead (No. 2 or softer). Each student should bring two well-sharpened pencils unless mechanical pencils are used.

VI. Preparation

A. Assembling and Organizing the Materials

Each administrator should have his materials sorted and ready for use beforehand.

The exact way of passing out the materials will differ, depending upon the size of the group and the type of room in which the testing is done. However, the method of distributing materials should be fully planned (with the aid of your Local Coordinator) in advance, so that no time is lost.

These are the considerations to bear in mind in assembling and organizing the students' materials and planning for their efficient distribution:

1. Keep track of every booklet and make sure that none is lost.
2. If possible, booklets and answer sheets should be sorted out in advance, for easy distribution before the students arrive.

   a. In small groups, it may be desirable to have the answer sheet inserted in the questionnaire booklet and to hand out this packet to each student as he comes into the room. It must be clear, however, that the student must not open the booklet until told to do so.

   b. In larger groups, such as assembly halls, cafeteria, etc. it may be desirable to sort all of the materials into piles with the number in each pile the same as the number of students in a row of seats. This will speed up distribution, and make it easier to keep track of all booklets and prevent lost ones.

c. In general, it is desirable to distribute materials in such a way as to reduce to a minimum the students' opportunities to peek at the materials before they are told. (For this reason, answer sheets are usually distributed before the booklets, unless as a time saver both are distributed before the students arrive.)

B. Other Materials

Be sure, in advance of each session, that an extra quantity of well-sharpened, soft pencils with good erasers, are on hand.

Timing equipment should be carefully checked the day before administration. It is desirable to check their accuracy, if this can be done, by comparing several with each other. If just one stopwatch is to be used, try to compare it with a watch known to be accurate.

VII. Administration of Students Questionnaire and Reading Comprehension Test

A. Planning

Plan carefully for efficient use of time. The following points should be considered:

1. Be sure that you have with you all of the materials you need during the testing session.
2. Be sure that before beginning the session you have worked out a clear plan for the quickest possible distribution and collection of materials. Prepare your materials before the students arrive. Try to get to the testing room before the students get there, and set up your procedures.

3. Try to anticipate any problems that may arise, such as what you will do if some student comes in late, where you will put him, etc. Decide what you will do about such problems beforehand.

B. Time Schedule

	Minutes
Distributing materials, introduction, filling in identification grid	6
Students Questionnaire—working time	105
Rest period	8
Reading Comprehension Test—directions	1
Reading Comprehension Test—working time	30
TOTAL	150

C. General Instructions

1. Seating. Students should be separated by one seat if at all possible.

2. Students who finish early may be allowed to read or study quietly.

3. Security of materials. The administrator should keep very careful track of the booklets and answer sheets charged to him. Any losses should be reported at once to the Local Coordinator.

4. Motivating the students. It is very important that students do their best on the Reading Comprehension Test and answer the questionnaire frankly. Some preliminary remarks have been prepared to read to the students at the proper time, but you should try to indicate by your own attitude that you believe the study to be important and worthy of their best efforts.

5. Answering questions.

   a. Questions about the Students Questionnaire should be answered with encouragement to the student to answer seriously or to the best of his ability, but no attempt should be made to interpret the item in such a way as to influence his response.

   b. Any questions concerning marking of answer sheets, time time limits, or other questions not concerned with the content or interpretation of the Reading Comprehension Test items, may be answered fully.

   c. Questions about the content of the Reading Comprehension Test must be answered by "Read the directions again," or a similar reply. Do not give any hints or help that are not given in the directions. All students should receive the same instructions, so that test scores will not be a affected.

6. Timing.

   a. Importance of accuracy. Although the Students Questionnaire is not speeded, the students are to be encouraged to finish within the allotted time (105 minutes).

      The timing of the Reading Comprehension Test must be very accurate since the test scores are quite dependent upon the time limits.

Starting and stopping times must be recorded on the Record Form.

b. What to do if everyone finishes before time is called. If everyone finishes the Students Questionnaire before time is up, the administrator may start the class on the Reading Comprehension Test after the rest period. Instruct the students at the beginning of the session to indicate that they are finished. For instance, the students may be instructed to put their pencils down and sit quietly. Use a procedure that appears most appropriate under the circumstances.

c. Keeping the students informed of how much time they have. During the administration of the Students Questionnaire and the Reading Comprehension Test, the students must have some way of knowing how much time they have left. The recommended procedure is as follows:

   1) If the room has a blackboard and a large clock which all students can see, write on the blackboard the time the questionnaire or test started and the time that it will be over.

   2) If the room does not have a large clock that all students can see, but does have a blackboard, the teacher should write on the blackboard about every five minutes how many minutes remain for the period.

7. Checking answer sheets. One of the most important aspects of the administrator's task is to make sure that each student fills in his answer sheet properly. Particular attention should be given to completion of the identification grid. This information is needed for returning Reading Comprehension Test scores to the school. The circles on the answer sheets should be filled in accurately; only one answer should be given for each question; stray marks should be erased. Accurate processing of the answer sheets depends on having clean copy. Take the opportunity whenever possible to walk up and down the room while the students are working, to check that they are using the answer sheets properly. When the answer sheets have been collected, check to make sure that each one contains the student's name and date of birth. The few minutes spent this way may save considerable expense and time in subsequent processing of the data.

Common errors to watch for in filling out answer sheets are: not coding the birthdate properly; not erasing adequately when mistakes have been made in blackening in the circles or ovals; marking more than one circle in a column, or skipping a column accidentally; or mistaking one letter for another when blackening in the circles for the name. The most common error is coding a "Q" for an "O".

8. Leaving the room. It must be clearly understood by the students that they are not to leave the testing room during the progress of the testing session. If necessary, a student may be excused during the break, but he must be back in his seat by the time testing is resumed. In case of serious emergency, of course, the administrator must use his judgment as to the proper course of action, and the name of the student, the amount of time he missed, and whether the time missed was for the Students Questionnaire or Reading Comprehension Test should be indicated on the Record Form.

D. Record Form

1. Function

Each person who administers the questionnaire and reading test should complete a Record Form. This form is important because it permits the administrator to keep a record of the time for the Students Questionnaire and Reading Comprehension Test; it provides a report of irregularities occuring during administration; and it provides a report of the motivation of the students. The Record Form should be returned to the Local Coordinator.

2. Directions for using the Record Form

a. One Record Form should be filled out for each group, i.e., each class or group of classes tested in one room. School, school code number, city, state, your name, your position, and all other information requested should be indicated in the appropriate spaces on this form.

b. Timing the Reading Comprehension Test

1) The timed interval starts at the instant the examiner gives the students the final instruction to begin.

2) When a stopwatch or interval timer is used, record only the "Total time."

3) When a watch or clock is used:

(a) Immediately record the exact starting time in the appropriate space on the Record Form, e.g., 10:55'-30". It is usually advisable to wait until the second hand has reached some easily recognizable place like the 0 seconds point or the 30-seconds point.

(b) Immediately figure out what the stopping time should be and record it in the appropriate space. For instance in the 30-minute test, if the starting time is 10:55'--30", the stopping time will be 11:25'--20".

(c) Keep track of the time carefully to be certain that when the stopping time is reached the students are immediately told to stop.

(d) If there is any error in timing, so that the time actually allowed is different from the amount specified in the instructions, record the actual amount of time allowed in the "Total time" column. For instance if 30 3/4 minutes happens to be allowed for the test instead of 30 minutes, the examiner should record 30' 45" in the "Total time" column on the Record Form. If the correct time is allowed, make a check-mark (✓) in the appropriate space in the "Total time" column.

c. Noting irregularities. Irregularities in timing should be indicated as described above. Other irregularities should be noted in the appropriate space on the Record Form.

Part 2. Specific Instructions

I. Before the Session Begins

A. Check your materials. There should be enough of each item for your class plus one or two extra. Be sure you have the following:

1. Students Questionnaire Booklets
2. Reading Comprehension Tests
3. Answer Sheets
4. Record Form (one copy)
5. A small supply of well-sharpened pencils, with good erasers and soft lead.
6. Timing equipment
7. Administrotors Guide (this manual)

B. Write the following in very large letters on the blackboard:

DO NOT TURN OR OPEN YOUR BOOKLETS UNTIL TOLD TO DO SO.

The following should also be on the blackboard:

TIME FOR THIS QUESTIONNAIRE: 1 hour and 45 minutes

STARTING TIME:

STOPPING TIME:

If there is not a large clock that all students can see, put the following on the blackboard:

TIME REMAINING:

C. Start filling out the Record Form. Fill out as much of it as you can.

D. Have the booklets and answer sheets arranged in such a way as to be ready for the most efficient distribution.

E. Distribute the Students Questionnaire booklet and answer sheet before the students arrive, if this is feasible. Place the booklet with the cover up. It is permissible to have students assist in distributing these materials.

F. As the students are seated, say:

> "A questionnaire and an answer sheet are at your seats. Do not touch these materials until told to do so."

Repeat this statement as many times as necessary.

II. After the Students Have Assembled

A. After the students have assembled:

1. The Students Questionnaire booklet and answer sheet will probably have been distributed by now, but if not, do so immediately, at the same time saying:

> "Put your questionnaire booklet on your desk with the cover facing up. Do not turn or open it until told to do so."

Holding up each of the items as you mention them, say:

> "You should have a Students Questionnaire Booklet and an answer sheet on your desk.
>
> Is there anyone who does NOT have these materials?
>
> Is there anyone who has MORE than one of each of these items?"

If so, have them pass in extra copies.

2. Read the following introductory statement:

> "Today we are taking part in a nationwide study of the impact of ability testing on high-school students and on high schools. High-school students across the country are taking part in this study.
>
> The purpose of the project is to find out from students, such as you, the experiences that students have had with various kinds of ability tests and the opinions they have about testing. You will find many of the questions interesting. There are no right or wrong answers to these questions; we want to learn your opinions and feelings. So be quite frank when you answer. All your answers to the questionnaire items will be kept completely anonymous."

3. Then say:

> "I want to give you some general instructions.
>
> You should have two pencils. If the point of one of them breaks, use the other and raise the broken one for a moment so that we can replace it for you."

4. Then say:

"Look at your answer sheet. Turn to side 2 of the answer sheet and look at the box in the lower right-hand corner."

Hold up an answer sheet and point to the correct part, at the same time saying:

"Do you see it?"

Make sure all the students have found it. Then, say:

"Fill in the name of this school, the grade you are in, and today's date. The date today is ________."

(State the date)

Pause to allow time for this, then say:

"Now look at the box in the lower left-hand corner of the answer sheet on side 2."

Hold up an answer sheet and point to the correct part, at the same time saying:

"Do you see it?"

Make sure all the students have found it. Then, say:

"As you can see, this section is labeled 'Name' and 'Date of Birth.' The part that refers to your name has columns of letters and small boxes at the bottom.

Read the directions at the top of this section to yourself as I read them aloud.

First, print your name in the small boxes at the bottom of the grid. Print your last name first. Use one box for each letter of your name and for the space between names. Then, in the column above each box, blacken the letter which is the same as the letter in the box. Be sure that there is one and only one mark in each column. Mark the top (blank) circle in every column in which you have not marked a letter. Mark your date of birth in the spaces at the right.

Now let's fill in the name part of this section. Print your last name first."

Pause to allow time for this, then say:

"Now, leave one blank space after your last name. Print your first name. Leave one blank space after your first name and print your middle initial."

(If a student's full name contains more letters than there are spaces provided on the identification grid, the student should fill in each of the twenty spaces and stop. Be sure one blank space is left between the last and first names.)

Pause, then say:

"Now above the box in which you have printed the first letter of your last name, find the circle with the same letter and blcken this circle. Now do the same thing in the next columns for the next letters. In every column in which you have not marked a letter, mark the top circle--the one without a letter in it. Be sure that there is one and only one blackened circle in each column."

Pause to allow time for this, then say:

"Now look at the section labeled 'Date of Birth.' In the next column, show the month in which you were born by blackening the correct circle. In the next column blacken the correct circle to show the year in which you were born."

Allow them to finish, then say:

"Now go back and check what you have done to be sure that you have correctly blackened a circle in each column above a letter in your name and that your date of birth has been shown. Be sure that you have marked the top circle in each column in which you have not marked a letter. Check to be sure that there are no errors. THIS IS VERY IMPORTANT.

If you have made any erasures, be sure that they were thorough."

Allow them time to check.

B. Administering the Students Questionnaire

Say:

"Now look at the cover of the questionnaire. Read the direction to yourself as I read them aloud:

"The questions in this booklet are about your experiences with ability and achievement tests and your opinions about them. This is not a test and there are no right or wrong answers. Answer each question as it applies to you, but do not spend too much time on any one question. You should have enough time to answer all the questions if you move along steadily.

Your answers will not affect your grades in school. All answers are strictly confidential.

Mark only one answer for each question. Mark your answers by blackening the circle on your answer sheet that corresponds to your answer on the questionnaire.

If you finish before the time allowed, please remain quietly at your seats. You may read or study. You will be allowed one hour and forty-five minutes. This should be enough time if you move along steadily. I will write the remaining time on the blackboard. It is important that you complete the questionnaire.

Now turn your answer sheet to side 1 and begin with the part marked Section I. When you finish Section VIII, turn the answer sheet over to side 2 and continue with Section IX.

Open your booklet and begin."

Record the time on the Record Form.

Record on the blackboard the time allowed (1 hour and 45 minutes). If there is no clock in the room, every 15 minutes write on the blackboard the number of minutes remaining.

After 30 minutes, say:

"Please move along steadily. There is one hour and fifteen minutes remaining."

Walk around the room and observe the students' progress. In order for them to finish within the allotted time, they should be approximately at Item 100. If some of them seem to be lagging, individually urge them to work a little faster, however, do not overemphasize speed at the cost of serious answers.

After 60 minutes, say:

"You have fifteen minutes more."

After the total of one hour and forty-five minutes, say:

"STOP! Put your pencil down and pass in the booklets. Keep your answer sheets.

Now we'll have a short rest period. You may stand up, but stay at your seats."

C. Rest Period

Allow about eight minutes. During the break, pass out the Reading Comprehension Test, and, say:

"Do not open this booklet."

D. Administering the Reading Comprehension Test

After eight minutes, call the group to order.

"Read the directions for the Reading Comprehension Test on the front cover of the test booklet."

Allow exactly one minute.

Then say:

"Turn your answer sheet to the side marked side 2 and find the section labeled READING COMPREHENSION TEST."

(Hold up a copy and point to it.)

"Mark your answers to the test here; start with item 1. You will have 30 minutes for 48 questions on eight different passages. Turn the page and begin."

Start your stopwatch or interval timer and record the starting time on the Record Form.

Record on the blackboard the number of minutes (30) allowed for the test, starting time, and scheduled stopping time. Allow exactly 30 minutes. If there is no clock in the room, every five minutes write on the blackboard the number of minutes remaining. Five minutes before the time is up, say:

"You have five minutes more."

When the 30 minutes are up, stop your stopwatch. Record the stopping time (when using a stopwatch or interval timer) and total time on the Record Form, and say:

"STOP! Put your pencil down--this is the end of the session."

E. End of Session

Collect: Answer Sheet
Reading Comprehension Test

Then say:

"Thank you for your cooperation in this project."

F. After the Session is Over

1. Check the counts of all returned materials.
2. Make sure your Record Form has been filled out completely and accurately. Use the appropriate space to note any irregularity.
3. Check the answer sheets for accurate identification and clear marks.
4. Alphabetize the answer sheets for each grade.
5. Deliver all materials immediately to the Local Coordinator.

APPENDIX F

Local Coordinator's Guide for Student Questionnaire and Reading Comprehension Test

THE CONSEQUENCES OF ABILITY TESTING IN SCHOOLS

LOCAL COORDINATORS GUIDE

for

Students Questionnaire and Reading Comprehension Test

This guide and the Local Coordinators Guide for the Teachers Questionnaire and Card Sort and the Counselors Questionnaire and Card Sort provide detailed instructions for the administration of the project. Please familiarize yourself with the contents of these guides.

University of Pittsburgh
Russell Sage Foundation
1964

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Local Coordinators Guide for Students Questionnaire and Reading Comprehension Test

I. The Study: Its Nature and Purpose

The "Consequences of Ability Testing in Schools" is a study of the impact of standardized ability testing on students and schools. Some of the objectives of the project are:

To describe high-school students' experiences with standerdized tests and their use.

To evaluate the impact that the use of standardized testing is having on the students' educational plans and career asipirations.

To describe the attitudes and opinions of high-school students toward standardized tests and their use.

To collect information pertaining to high-school students' conceptions of intelligence and their conception of their own intelligence compared with that of others.

To describe the beliefs of high-school students regarding the importance of intelligence for success in school or on the job.

This project is being conducted by the University of Pittsburgh in conjunction with the Russell Sage Foundation of New York with the support of the U.S. Office of Education.

II. General Responsibilities

The Local Coordinator is responsible for arranging the schedule of administration and supervising the administration of the Students Questionnaire and Reading Comprehension Test. He is also the individual in each school who is responsible for the receipt of all materials, their distribution to the administrators, the collection of the materials, and their return. He should transmit instructions that appear in this guide but that do not appear in the Administrators Guide. Instructions for the administration of the Teachers Questionnaire and Card Sort, the Counselors Questionnaire and Card Sort, and the Testing Program Questionnaire appear in the Local Coordinators Guide for Teachers Questionnaire and Card Sort, and Counselors Questionnaire and Card Sort. Please consult this guide for further details.

III. Materials Supplied by the University of Pittsburgh

A. Student Materials

1. Students Questionnaires.
2. Reading Comprehension Tests.
3. Students Answer Sheets.

F

B. Administrative Materials

1. Administrators Guides. This guide contains complete instructions for administering the Student Questionnaire and Reading Comprehension Test.
2. Record Forms. These forms are for the use of the administrators.
3. Local Coordinators Guide for Students Questionnaire and Reading Comprehension Test. (this document)
4. Local Coordinators Guide for Teachers Questionnaire and Card Sort and the Counselors Questionnaire and Card Sort.

C. School Questionnaires

Three questionnaires are provided for completion by staff members.

1. Counselors Questionnaire and Card Sort--to be completed by all staff members spending twenty per cent or more of their time in guidance- and-counseling duties.
2. Teachers Questionnaire and Card Sort--to be completed by teachers for grades 10, 11, and 12.
3. Testing Program Questionnaire--to be completed by the person most familiar with the testing program.

D. Shipping Materials

1. Envelopes for returning the Students Answer Sheets. Place the completed answer sheets in these envelopes. No more than 100 answer sheets should be placed in each envelope. They will keep the answer sheets in good condition for the scoring machines.
2. Envelopes for returning Teachers Questionnaires and Counselors Questionnaires.
3. Return-mailing labels for returning the questionnaire booklets, answer sheets, etc.
4. Gummed tape for sealing the cartons for return shipment.

IV. Receiving and Storing Materials

A. Quantities of Materials Supplied to the School

The quantities of materials were specified in a letter to the principal and should accompany the shipment in which this guide was received. This number was based upon the data given the Washington Office by the school or upon estimates. An overage has been allowed in every case for file copies and for contingencies. Please check to see that this number will meet the needs of the school. If it will not, the Washington Office should be notified immediately so that additional sets may be shipped.

There should be at least two additional sets of Student Questionnaires and Reading Comprehension Tests supplied for each 25 students. The administrator should have a set of student materials to refer to during administration. This will be helpful in answering students' questions. The extra sets of materials may be used in case any prove to be defective.

F

Administrator's Guides are supplied in sufficient quantity to permit each administrator to have one. A limited number of additional copies is also provided.

B. Checking in the Materials

Immediately upon delivery the Local Coordinator should check the quantities of materials against an inventory contained in one of the packages. In case of any major discrepancy notify the Washington Office at once. Write or wire Dr. Goldberg or call collect to 232-5766 (area code 202), depending on the press of time.

C. Storage and Security

Store the materials in a secure place until a day or two before administration. The Administrators Guide and a Students Answer Sheet should be distributed to the administrators as soon as possible. The Administrators Guide is detailed enough so that reference to the Students Questionnaire and Reading Comprehension Tests prior to testing is unnecessary. Therefore, do not distribute the Students Questionnaire or Reading Comprehension Test prior to the day on which they will be given.

V. Briefing the Administrators

The Local Coordinator should personally brief the administrators prior to the testing day. It is necessary that each administrator have complete information about the procedures prior to the testing.

VI. Time and Place of Administration

Two and one-half hours should be set aside for administering the Students Questionnaire and the Reading Comprehension Test. It is preferable that the Students Questionnaire and Reading Comprehension Test be administered in one session. However, if this is not possible, the Students Questionnaire should be given in the first session (2 hours), and the Reading Comprehension Test in the second session ($\frac{1}{2}$ hour). In any case, the Reading Comprehension Test must always be given after the Students Questionnaire.

The Students Questionnaire and Reading Comprehension Test may be given in any place regularly used for student testing. The students' homerooms, the cafeteria, the library, or any other satisfactory space is acceptable. Preferably, the room should have desks and good lighting. The seating arrangements should not interfere with the distribution of the materials to the students. The students should be separated by at least one seat.

VII. Supplementary Instructions for the Administrators

A. The Time Schedule

	Minutes
Distributing materials, introduction, filling in identification grid on answer sheet.	6
Students Questionnaire--working time	105
Rest period.	8
Reading Comprehension Test, directions	1
Reading Comprehension Test--working time	30
TOTAL.	150

If every student in a group completes the Students Questionnaire in less than the allotted time, they should start the Reading Comprehension Test after an eight-minute rest period.

All students should have adequate time to complete the Students Questionnaire. They should be urged and given all reasonable opportunity to do so. It is important that each student complete the questionnaire.

B. Record Form

One copy of this form must be completed by each administrator. The form is self explanatory.

C. Checking the Identification Grid on the Students Answer Sheets

Instruct each administrator to check the identification grid (e.g., student's name and date of birth) on the Students Answer Sheet. The grid must be properly filled out for each student, if proper identification is to be made for the Reading Comprehension Test scores that will be returned to the school. The students' responses to the Students Questionnaire will be treated confidentially. No student will be identified, except in reporting the Reading Comprehension Test results to the school.

D. Alphabetical Arrangement of Used Answer Sheets

The order in which the answer sheets are returned to the University of Pittsburgh is the order in which the names will be listed on the report of results of the Reading Comprehension Test. Thus, it is in the interest of the school to see that the answer sheets are alphabetized according to the desired arrangement. Instruct the administrators to arrange the used answer sheets alphabetically by grade. Then alphabetize each set of answer sheets within grade 10 and 12, if this is the arrangement you prefer.

E. Timing Equipment

Be sure that each administrator uses suitable timing equipment for the Reading Comprehension Test. An error of more than 15 seconds is undesirable.

Ordinary 60-minute kitchen timers should not be used, since they do not meet these standards of accuracy. A stopwatch is preferred; an accurate sweep-second watch is acceptable.

VIII. Distributing Materials

A. Distribute the Administrators Guide to each administrator far enough ahead of the testing to permit him to become familiar with these materials. Give each administrator materials for the exact number of students involved plus two extra sets. If several classes are to be given the questionnaire and reading test in a single room (such as the cafeteria), additional extra sets must be provided for assistants and to allow for defective materials. At the end of the testing session, arrangements should be made to gather all booklets and answer sheets (used and unused) in one location. Count out the materials for each administrator on the day before administration. The Local Coordinator must insure the security of the materials overnight. This should not be left to the administrator.

IX. Collecting and Processing Materials

A. Students Questionnaire and Reading Comprehension Test Booklets

The used booklets should be carefully counted by the Local Coordinator, or under his direction. All booklets must be accounted for. In case of any shortage, every effort should be made to recover the lost booklets. Repack the used booklets in the boxes in which they were shipped in the same number originally packed. Pack the unused booklets and answer sheets on top within the box for easy access in unpacking.

B. Students Answer Sheets

It is extremely important that answer sheets be carefully handled. Every effort should be made to prevent bending, folding, tearing or turning up the corners of the answer sheets. The scoring machine will not easily process mutilated materials. The speed with which a report of results can be sent to you is directly related to how carefully the following procedures are followed:

1. Alphabetize the used answer sheets by grade or class of students.
2. Place a sheet of paper between the answer sheets for grades 10 and 12. Indicate the grade for each group of answer sheets. Identify unused answer sheets.
3. Be sure that all the answer sheets have the corner cut in the same position. They should be arranged with the grid side up. This will insure that they all face the same way.
4. Do not use paper clips on the answer sheets.
5. Pack the answer sheets in the envelopes provided, placing no more than 100 answer sheets in a pack. Use more than one envelope if there are over 100 answer sheets in a pack. This will prevent damage to the answer sheets.
6. If more than one envelope must be used, be sure to indicate in each envelope the student's grade (10 or 12). Bank the pack of envelopes

together with a paper strip or a loose rubber band.

7. Pack the envelopes of answer sheets into the cartons in which they were originally shipped. Place them on top of the package. Do not pack too tightly, because this will damage the sheets.
8. The Reading Comprehension Test results will be delayed if the students' materials are delayed. If the Teachers, Counselors and Testing Program Questionnaires are not completed at the same time as the students' materials, send the students' materials immediately and the other materials under separate cover.

C. Teachers Questionnaire and Card Sort, Counselors Questionnaire and Card Sort, and Testing Program Questionnaire

It is desirable that these questionnaires be returned with the students' materials. The teachers and counselors should return their questionnaires in sealed envelopes (to assure confidentiality) with their name written on the envelope. The names will be used only to check returns.

Pack the questionnaires in the cartons on top of the students' booklets, under the answer sheets. Thus, the materials would be packed in the following order:

1. Used Students Questionnaires and Reading Comprehension Test Booklets (on bottom).
2. Unused Students Questionnaires and Reading Comprehension Test Booklets.
3. Teachers Questionnaires and Card Sorts, Counselors Questionnaires and Card Sorts, and Testing Program Questionnaires.
4. Students Answer Sheets (on top inside of box).

X. Returning the Materials

A. Materials to be Returned

The following materials should be repacked in the boxes in which they came and returned to the Washington Office.

1. Students Answer Sheets. Used and unused packed separately.
2. Students Questionnaire and Reading Comprehension Test Booklets, except for one copy that may be retained for your files. All other booklets must be returned.
3. Record Forms
4. Three School Questionnaires--Teachers Questionnaire, Counselors Questionnaires, and Testing Program Questionnaires.

B. Materials to be Destroyed

Materials not specified to be returned may be destroyed. These include:

1. Local Coordinators Guides.
2. Administrators Guides.

C. Method of Shipping

Please use educational rates.

APPENDIX G

Local Coordinator's Guide for the
Teachers Questionnaire and Card Sort
and the
Counselors Questionnaire and Card Sort

THE CONSEQUENCES OF ABILITY TESTING IN SCHOOLS

LOCAL COORDINATORS GUIDE

for the

Teachers Questionnaire and Card Sort

and the

Counselors Questionnaire and Card Sort

This guide provides detailed instructions for the administration of the Teachers Questionnaire and Card Sort, Counselors Questionnaire and Card Sort, and the Testing Program Questionnaire. Please review this guide before distributing the questionnaires.

University of Pittsburgh
Russell Sage Foundation
1964

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Local Coordinators Guide for Teachers and Counselors Questionnaires and Card Sorts

I. The Study: Its Nature and Purpose

The "Consequences of Ability Testing in Schools" is a study of the impact of standardized ability testing on students and schools. Some of the objectives of the project are:

To describe the experiences of teachers and counselors with standardized tests and their use.

To describe the attitudes and opinions of teachers and counselors toward standardized tests and their use.

To describe the opinions of teachers and counselors regarding the importance of intellectual ability for success in school or on the job.

To analyze the extent to which high schools use standardized tests, as in the evaluation of student achievement and in the allocation of students to special classes or curricula.

To evaluate the impact that standardized ability tests have upon the schools, such as the effect that they may have on the curriculum and on the guidance program.

This project is being conducted by the University of Pittsburgh in conjunction with the Russell Sage Foundation of New York with the support of the U. S. Office of Education.

II. General Responsibilities

The Local Coordinator is responsible for arranging the administration of the Teachers and Counselors Questionnaires and Card Sorts and the Testing Program Questionnaires. He is also the individual in each school who is responsible for the receipt of all materials; their distribution to the teachers, counselors, and the person in charge of the school's testing program; the collection of the materials; and their return. He should transmit instructions appearing in this guide to the teachers and counselors.

III. Materials Supplied by the University of Pittsburgh

Teachers Questionnaire and Teachers Card Sort (one booklet)
Counselors Questionnaire and Counselors Card Sort (one booklet)
Envelopes for Teachers Questionnaires and Counselors Questionnaires
Testing Program Questionnaire
Local Coordinators Guide for Teachers Questionnaire, Counselors Questionnaire, and Card Sorts

G

Return mailing labels
Gummed tape for sealing the cartons for return shipment.

IV. Receiving and Storing Materials

A. Quantities of Materials Supplied to the School

The quantities of materials were specified in a letter to the principal and should accompany the shipment in which this Guide was received. This number was based upon the data given the Washington Office by the school or upon estimates. An overage has been allowed in every case for file copies and for contingencies. Please check to see that this number will meet the needs of the school. If it will not, the Washington Office should be notifed immediately so that additional sets may be shipped.

B. Checking in the Materials

Immediately upon delivery the Local Coordinator should check the quantities of materials against an inventory contained in one of the packages. In case of any major discrepancy, notify the Washington Office at once. Write or wire Dr. Goldberg or call collect to 232-5766 (area code 202), depending on the press of time.

C. Storage and Security

Store the materials in a secure place until a day or two before administration.

V. Preparation Needed before Questionnaires Are Distributed

It is suggested that the Local Coordinator have the names of the counselors and teachers written on the outside of the large envelopes which are provided for each person in which to place his or her completed questionnaire and card sort. This procedure will assist in checking in the booklets after they have been completed by the staff, as they are not asked to write their names on the booklets.

VI. Administration and Distribution of Teachers and Counselors Questionnaire and Card Sorts

A. To Whom Administered

1. All teachers in Grades 10, 11, and 12 should complete a Teachers Questionnaire and Card Sort. (These are printed in one booklet.)

2. All staff members who spend 20 per cent or more of their time in counseling and guidance duties should complete a Counselors Questionnaire and Card Sort. (These are printed in one booklet.) These persons should not complete a Teachers Questionnaire.

B. Place of Distribution

It is preferable that the questionnaires and card sorts be distributed and completed at a faculty or teachers' meeting so that only one explanation will be required.

C. Statement of Nature and Purpose of the Study

Either read the statement in Section I or give an explanation in your own words.

D. Statement of Confidentiality of Responses

Explain to the counselors and teachers that the information received on these questionnaires is strictly confidential and that they do not need to write their names on the booklets. The completed booklets are to be placed in the large envelopes, sealed, and returned to you. The name should appear on the envelope.

E. Filling Out the Teachers and Counselors Questionnaires and Card Sorts

1. It is estimated that it will take about one hour to one and one-quarter hours to fill out the questionnaires and card sorts.

2. Please ask the teachers and counselors not to discuss the contents of the questionnaires before everyone has had a chance to fill them out.

3. If the questionnaires are filled out at different times, be sure to set a time limit in which they are to be turned back to you. Urge your staff to return these materials to you within two weeks following their distribution.

VII. The Administration of the Testing Program Questionnaire

The person within the school who is responsible for the administration of the school testing program should complete this form. This may be the principal, director of guidance, or a counselor. Be sure the name of the school and the school code number are entered on the form.

VIII. Return of Materials

A. Materials to be Returned

The following materials should be repacked in the boxes in which they came and returned to the Washington Office.

1. The large envelopes containing a Teachers Questionnaire and Card Sort booklet or a Counselors Questionnaire and Card Sort booklet. There should be one envelope for each teacher and counselor.

2. One Testing Program Questionnaire.
3. Unused booklets except for one file copy of all materials.

B. Materials to be Destroyed

Local Coordinators Guide (this booklet)

C. Method of Shipping

Please use educational rates.

APPENDIX H

Items From Project Talent
General School Characteristics Questionnaire
and
Guidance Program Questionnaire

General School Characteristics Questionnaire

Items included in special analysis:

9. What size is your average instructional class in science and math (grades 9-12)?

( ) 1. 5 or less
( ) 2. 6-8
( ) 3. 9-11
( ) 4. 12-14
( ) 5. 15-17
( ) 6. 18-20
( ) 7. 21-23
( ) 8. 24-26
( ) 9. 27-29
( ) 10. 30-32
( ) 11. 33-35
( ) 12. 36 or more

10. What is your average instructional class size in non-science courses (grades 9-12)?

( ) 1. 8 or fewer
( ) 2. 9-11
( ) 3. 12-14
( ) 4. 15-17
( ) 5. 18-20
( ) 6. 21-23
( ) 7. 24-26
( ) 8. 27-29
( ) 9. 30-32
( ) 10. 33-35
( ) 11. 36-38
( ) 12. 39 or more

13. For which of the following special groups does your school provide special, separate classes (grades 9, 10, 11, or 12)? Mark as many as apply.

( ) 1. Low I.Q. or mentally retarded
( ) 2. Behavior or adjustment problems, or record of delinquency
( ) 3. Physical handicaps (specify which)____________________
( ) 4. Non-English speaking
( ) 5. Rapid learners
( ) 6. Special skills or talents (e.g., art, music, science)
( ) 7. Math difficulty
( ) 8. Reading difficulty
( ) 9. Speech difficulty
( ) 10. Special provision for all (other) exceptional children is made within their regular class groups.
( ) 11. All (other) exceptional children are integrated into regular classes without special privileges.
( ) 12. Other groups (specify)____________________________

15. Does your school provide an accelerated curriculum for superior grades 9-12 students? Mark all that apply.

( ) 1. Yes, student classified as "superior" may enter an advanced curriculum in any course.
( ) 2. Yes, advanced curricula are available in all courses for students classified as "superior" in that course area.
( ) 3. Yes, in one or more science courses for students classified "superior" in science
( ) 4. Yes, in one or more math courses for students classified "superior" in math
( ) 5. Yes, in one or more language courses for students classified "superior" in language
( ) 6. Yes, in one or more courses other than math, science, or languages for students classified "superior" in that course area
( ) 7. No

17. What do the grades in subjects generally represent?

( ) 1. Primarily level of subject matter achievement
( ) 2. Primarily level of achievement relative to the achievement of classmates
( ) 3. Primarily achievement in relation to ability
( ) 4. Separate grades for achievement and achievement in relation to ability are given for each course.
( ) 5. Separate grades are given for achievement and achievement relative to the achievement of classmates for each course.
( ) 6. Other (specify)______________________________

19. What is the principal basis used to assign pupils to most instructional classes in your school (grades 9-12)?

( ) 1. Intelligence or aptitude test scores
( ) 2. Achievement test scores
( ) 3. School marks
( ) 4. Judgments of teachers or principal
( ) 5. Some combination of the above factors
( ) 6. Other (specify)______________________________
( ) 7. No effort is made to assign pupils to particular instructional classes.

33. About how old is the main building of your school plant?

( ) 1. Less than 5 years old
( ) 2. 5-9 years
( ) 3. 10-14 years
( ) 4. 15-19 years
( ) 5. 20-24 years
( ) 6. 25-29 years
( ) 7. 30-34 years
( ) 8. 35-39 years
( ) 9. 40-44 years
( ) 10. 45 years or more

39. Does your school have homogeneous grouping of students into classes, to take care of different ability levels (grades 9-12)?

- ☐ 1. Yes, for all courses
- ☐ 2. Yes, for many courses
- ☐ 3. Yes, for a few courses
- ☐ 4. No

40. How many tracks does your school have in grades 9-12?

- ☐ 1. One track
- ☐ 2. One track with electives
- ☐ 3. Two tracks
- ☐ 4. Three tracks
- ☐ 5. Four or more tracks

41. What is the policy on acceleration in your school?

- ☐ 1. Bright children are permitted to graduate from high school in less than the normal time by taking summer courses.
- ☐ 2. Bright children are permitted to graduate from high school in less than the normal time by taking more than the minimal number of courses during the school year.
- ☐ 3. Bright children are permitted to graduate from high school in less than the normal time by taking examinations for credit in courses they have not taken.
- ☐ 4. No acceleration is permitted.
- ☐ 5. Other (specify) ________________________________

55. In which of the following areas have one or more of your grades 9-12 teaching staff attended one or more of the Summer Institutes for teachers sponsored by the National Science Foundation or the National Defense Education Act of 1958?

- ☐ 1. Math only
- ☐ 2. Science only
- ☐ 3. Counseling and guidance only
- ☐ 4. Science and counseling and guidance only
- ☐ 5. Math and counseling and guidance only
- ☐ 6. Math and science only
- ☐ 7. All three areas
- ☐ 8. None of the three areas

70. About what percentage of all boys who enter your 10th grade drop out before graduation? (Do not include boys who transfer in your calculations.)

- ☐ 1. 0-9%
- ☐ 2. 10-19%
- ☐ 3. 20-29%
- ☐ 4. 30-39%
- ☐ 5. 40-49%
- ☐ 6. 50% or more.

71. About what percentage of all girls who enter your 10th grade drop out before graduation? (Do not include girls who transfer in your calculations.)

( ) 1. 0-9%
( ) 2. 10-19%
( ) 3. 20-29%
( ) 4. 30-39%
( ) 5. 40-49%
( ) 6. 50% or more

72. About what percentage of the boys in your graduating senior class last year went on to college?

( ) 1. None
( ) 2. 0-9%
( ) 3. 10-19%
( ) 4. 20-29%
( ) 5. 30-39%
( ) 6. 40-49%
( ) 7. 50-59%
( ) 8. 60-69%
( ) 9. 70-79%
( ) 10. 80-89%
( ) 11. 90-99%
( ) 12. All

73. About what percentage of the girls in your graduating senior class last year went on to college?

( ) 1. None
( ) 2. 0-9%
( ) 3. 10-19%
( ) 4. 20-29%
( ) 5. 30-39%
( ) 6. 40-49%
( ) 7. 50-59%
( ) 8. 60-69%
( ) 9. 70-79%
( ) 10. 80-89%
( ) 11. 90-99%
( ) 12. All

84. For approximately what percentage of your students in grades 9-12 are one or both parents members of the PTA?

( ) 1. Less than 7%
( ) 2. 7-13%
( ) 3. 14-20%
( ) 4. 21-27%
( ) 5. 28-34%
( ) 6. 35-41%
( ) 7. 42-48%
( ) 8. 49-55%
( ) 9. 56-62%
( ) 10. 63% or more

89. In dollars per year, what was the average per-pupil expenditure for all purposes in your school system last year (grades 9-12)? (Write in in the blank provided.)

$________ per year

Guidance Program Questionnaire

Items included in special analysis:

4. How many years ago did your school organize a guidance program?

( ) 1. Less than 1 year ago (this school year)
( ) 2. 1 year ago
( ) 3. 2 years ago
( ) 4. 3 years ago
( ) 5. 4 years ago
( ) 6. 5 years ago
( ) 7. 6 or 7 years ago
( ) 8. 8 or 9 years ago
( ) 9. 10 to 15 years ago
( )10. 16 years ago or longer

8. How frequently do students bring each of these topics to a counselor for discussion or advice? Mark your answers in the spaces below.

1. Very frequently
2. Frequently
3. Occasionally
4. Very rarely
5. Never

a. ____ Dissatisfaction over low grades

10. Under what circumstances are conferences held with parents? Mark your answers as follows:

1. This is not done
2. Routinely
3. For special problems only

a. _____ If the parent requests it

b. _____ If the student requests it

c. _____ If a teacher or principal requests it

d. _____ If a counselor feels it necessary

13. What is the policy of your school on reporting test results to students' parents?

( ) 1. No reports are given
( ) 2. Only interpretive report given
( ) 3. Test scores are reported in addition to an interpretive report

Guidance Program Questionnaire

21. In what grades does your school give each of the following types of tests to all students. Place an X in the parentheses for each that applies.

	9	10	11	12
a. Individual intelligence test	( )	( )	( )	( )
b. Paper-and-pencil intelligence test	( )	( )	( )	( )
c. Multiple aptitude batteries	( )	( )	( )	( )
d. Standardized achievement tests	( )	( )	( )	( )
e. Interest inventories	( )	( )	( )	( )
f. Personality or adjustment inventories	( )	( )	( )	( )
g. Locally devised system-wide tests or inventories (may include above types)	( )	( )	( )	( )
h. Special aptitude tests - art, music, language, etc.	( )	( )	( )	( )
i. Tests for scholarship competitions	( )	( )	( )	( )
j. Other (specify)____________________	( )	( )	( )	( )

22. In what high school subjects are standardized achievement tests given? Mark your answers as follows:

1. Regularly, on schedule
2. Frequently
3. Occasionally
4. Never

a. ____ English

b. ____ Math

c. ____ Physical Sciences

d. ____ Social Sciences

e. ____ Foreign Languages

f. ____ Reading

g. ____ Spelling

h. ____ Other (specify)____________

23. Which of the following kinds of tests are administered to groups of high students (but not to all students) under special circumstances? Mark Yes for those that apply and No for those that do not.

	Yes	No	
a.	( )	( )	Paper-and-pencil intelligence tests
b.	( )	( )	Multiple aptitude batteries
c.	( )	( )	Standardized achievement tests
d.	( )	( )	Interest inventories
e.	( )	( )	Personality or adjustment inventories
f.	( )	( )	Locally devised system-wide tests or inventories
g.	( )	( )	Special aptitude tests - art, music, language, etc.
h.	( )	( )	Tests associated with contests
i.	( )	( )	Employment test batteries
j.	( )	( )	Tests for scholarship competitions
k.	( )	( )	Tests for college entrance
l.	( )	( )	Other (specify) ______________________________

25. For which of the following purposes are test or inventory results used in your school? Mark Yes for those that apply and No for those that do not.

Yes No
a. ( ) ( ) To meet state requirements
b. ( ) ( ) To aid in establishing homogeneous classes according to ability in each subject
c. ( ) ( ) To aid in establishing homogeneous groups or tracks in each grade
d. ( ) ( ) To aid in placing students in the various curricula (business, vocational, college preparatory)
e. ( ) ( ) As a screening device for admission to your school
f. ( ) ( ) For comparison of your school with others in the nation
g. ( ) ( ) As measure of achievement during the year
h. ( ) ( ) To evaluate curricula
i. ( ) ( ) To measure the students' growth
j. ( ) ( ) To measure the school's growth
k. ( ) ( ) To help the student gain a better understanding of himself
l. ( ) ( ) As an aid in counseling
m. ( ) ( ) Other (specify)____

26. To what extent are test or inventory results used for each of these purposes? Mark your answers as follows:

1. Very frequently
2. Frequently
3. Occasionally
4. Never

a. ___ To diagnose reading, arithmetic, spelling, or other learning difficulties

b. ___ To diagnose personality or adjustment difficulties

c. ___ To advise the students on choice of specific high school curriculums

d. ___ To advise the students on choice of specific high school subjects

e. ___ For diagnosis of underachievers or other scholastic problems

f. ___ To counsel potential high school dropouts

g. ___ As a basis for recommending transfer to schools for special abilities (vocational, art, music, etc.)

h. ___ As an aid in placing students in jobs

i. ___ As an aid for recommending students for jobs

j. ___ As a basis for recommending transfer to schools for mental defectives

k. ___ To provide information to professional workers (social workers, physicians, welfare agencies, etc.) concerned with the student's welfare

l. ___ To provide information to students on their potentiality for college

m. ___ To provide information to students on which they may base their choice of a college curriculum

n. ___ To provide information to students on their occupational potential

26. Continued

o. _____ To provide information to students on their personality and adjustment

p. _____ To aid in interpreting the student's needs to his teachers

q. _____ To provide information on the student to prospective employers

r. _____ To provide information on the student to colleges or other post high school educational institutions

s. _____ To provide information to scholarship granting agencies

t. _____ To provide information to the student for self-appraisal

u. _____ Other (specify) ________________________________